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ABSTRACT

This document is a collection of case studies based on data gathered from site visits to thirteen institutions that varied in size, geographic region, and ethnic and racial composition. The collection presents alternative strategies for implementing multicultural teacher education programs. Information regarding the application of multicultural educational strategies to secondary and elementary teacher education programs, graduate education programs, language instruction programs, American Indian and bilingual education programs is presented. (Authors/LH)

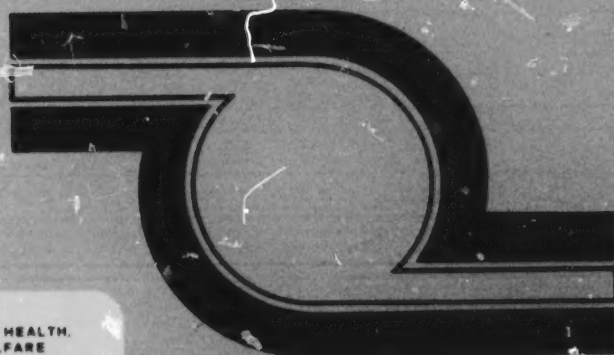
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MULTICULTURAL TEACHER EDUCATION

Case Studies of Thirteen Programs

Volume II



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Commission on Multicultural Education



**American Association of
Colleges for Teacher Education**

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MULTICULTURAL TEACHER EDUCATION:
CASE STUDIES OF THIRTEEN PROGRAMS
Volume II

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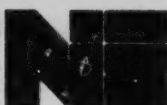
Commission on Multicultural Education
American Association of Colleges for Teacher Education
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1980

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

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FOREWORD

Multicultural education is education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural alternatives. Multicultural education recognizes cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended. It affirms that major education institutions should strive to preserve and enhance cultural pluralism.

Multicultural education programs for teachers are more than special courses or special learning experiences grafted onto the standard program. The commitment to cultural pluralism must permeate all areas of the educational experience provided for prospective teachers.

So stated AACTE's first Commission on Multicultural Education in 1972. As a result of the Commission's efforts, the standards of the National Council for Accreditation of Teacher Education (NCATE) were revised to include a single standard on multicultural education. The NCATE standards also include references to multicultural education in 14 of the remaining 29 standards for basic teacher education programs and in five of the remaining 39 standards for advanced programs.

As we enter a new decade, the Commission reaffirms its commitment to multicultural education and equal educational opportunity for all students. As the interdependency of nations and people around the world accelerates, the need to prepare educators to be aware of, understand, accept, and function effectively in settings and with people culturally different from themselves is more critical than ever. As teacher educators, we can not neglect our responsibility to develop programs that reflect the multicultural realities of the United States and the world.

One of the Commission's program goals is to assist institutions, agencies, and organizations in the preparation of educational personnel for a pluralistic society and an interdependent world. With the support of a NIE-funded project, Knowledge Interpretation Program: Training Educators to Provide Educational Equity, the Commission has prepared four documents to assist teacher education institutions in the process of designing and redesigning multicultural education programs. This collection of case studies, Volume II, presents alternative strategies for implementing multicultural teacher education programs. The other three documents are:

- Vol. I Multicultural Teacher Education: Preparing Educators to Provide Educational Equity. A collection of nine papers that recommend strategies for the implementation of multicultural education. Also examined are selected issues, including bidialectal education, learning styles, interpersonal skills training, and disproportionate minority suspension.
- Vol. III Multicultural Teacher Education: An Annotated Bibliography of Selected Resources. A compilation of resources and reference materials for possible use in preservice, inservice, and graduate classes.
- Vol. IV Multicultural Teacher Education: Guidelines for Implementation. A set of guidelines to be used in planning and evaluating multicultural teacher education programs. These guidelines go beyond the minimum requirements of the NCATE standards, designing exemplary teacher education programs that reflect a commitment to multicultural education and the provision of educational equity.

Edmund J. Cain
Chair, Commission on
Multicultural Education
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INTRODUCTION

During the academic year 1977-78, AACTE collected data from 445 teacher education institutions concerning the development and implementation of multicultural education within the teacher education program. The purpose of this original study was to collect baseline data about the implementation of multicultural education prior to January 1, 1979. Beginning in 1979, institutions applying for accreditation or reaccreditation from the National Council for Accreditation of Teacher Education (NCATE) were required to include multicultural education as an integral part of their curriculum design. This data would then serve as the baseline against which the process and progress of implementation in future years could be measured.

Throughout this document reference is made to the NCATE standards related to multicultural education, because teacher education institutions must address these standards in order to be nationally accredited. References to multicultural education are made in each of the six families of standards: (1) governance, (2) curricula, (3) faculty, (4) students, (5) resources and facilities, and (6) evaluation, program review, and planning. The major reference to multicultural education is a single standard on multicultural education subsumed under Standard 2.1, "Design of Curricula." Because that standard provides a definition of multicultural education and indicates that multicultural education must be addressed in all aspects of a teacher education program, it is presented below:

2.1.1 Multicultural Education

Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings. Thus, multicultural education is viewed as an intervention and an on-going assessment process to help institutions and individuals become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society.

Provision should be made for instruction in multicultural education in teacher education programs. Multicultural education should receive attention in courses, seminars,

directed readings, laboratory and clinical experiences, practicum, and other types of field experiences.

Multicultural education could include but not be limited to experiences which: (1) promote analytical and evaluative abilities to confront issues such as participatory democracy, racism and sexism, and the parity of power; (2) develop skills for values clarification including the study of the manifest and latent transmission of values; (3) examine the dynamics of diverse cultures and the implications for developing teaching strategies; and (4) examine linguistic variations and diverse learning styles as a basis for the development of appropriate teaching strategies.

STANDARD: The institution gives evidence of planning for multicultural education in its teacher education curricula including both the general and professional studies components.

This standard implies that all teacher education students need to be aware of cultural diversity and the implications that it has for working with students in an educational setting. Cultural diversity refers to individual differences based on religion, sex, and age as well as race and ethnicity. All communities served by teacher education institutions are culturally diverse. In fact, cultural diversity is a global concern that must be addressed by educators within both a national and an international context. According to the writings of Arciniega, Banks, Gay, Grant, Baptiste, and others, the overall goal of multicultural education is educational equity. In teacher education programs, this goal translates into programs that prepare teachers and administrators to provide educational equity once they are in a classroom.

Multicultural education should not be viewed as a provincial process. Regardless of the clientele, it is absolutely indispensable to a teacher education program. Multicultural education is not compensatory. It recognizes individual and cultural differences reflected in learning, human relations, motivational incentive, and communication styles. Teacher education programs that are multicultural will give their clients--by exposing them to diverse sociocultural systems, languages, world views, and philosophies of life--greater flexibility in personal, interethnic, and cross-cultural skills.

Designers of multicultural teacher education programs must be cognizant of concepts that describe the relationship, intraactions, and interactions among individuals and groups. These concepts include racism, sexism, prejudice, discrimination, oppression, powerlessness, power, inequality, equality, and

stereotypes. Designers also must be aware of various multicultural concepts, including ethnic studies, minority studies, bilingualism, women studies, cultural awareness, human relations, and urban education.

The last paragraph of NCATE's standard on multicultural education suggests the kinds of multicultural experiences that might be provided in teacher education programs. Teachers and other professional educators can not learn all the necessary knowledge and skills in the few hours they spend in their professional training courses. Teacher educators should encourage students to select courses in general studies that will help them gain background knowledge and skills. Students might be counseled to choose relevant sociology, anthropology, economics, political science, and ethnic studies courses in order to develop strong analytical skills for viewing different cultural perspectives.

Multicultural education is addressed in the NCATE Standards for the Accreditation of Teacher Education in both the preservice and advanced programs. Not only must teachers be prepared to provide educational equity in the classroom, but also administrators, counselors, school psychologists, and all other professional and paraprofessional educators. Thus, preservice, inservice, and graduate programs offered by a teacher education institution must be redesigned to reflect education that is multicultural.

Teacher education institutions preparing to develop and implement multicultural education in their programs request assistance. Institutions request information not only about the appropriate content to include in the curriculum, but also about effective strategies for implementation. The data collected during the 1977-78 survey did not provide adequate descriptions about the policies, curricula, and resources developed for the multicultural teacher education. AACTE's Commission on Multicultural Education recommended that programs be identified and characteristics of the multicultural aspects investigated in greater detail.

There is no one way to design a multicultural teacher education program. It depends on a number of factors, including the area or community served by the institution and the settings in which graduates are placed. The commission thought that the identification of alternative strategies for implementing multicultural education would be valuable to institutions currently designing or redesigning their programs to better reflect multiculturalism.

Fifteen teacher education institutions with provisions for multicultural education were chosen. This selection was based on data collected in the 1977-78 survey and information mailed to the AACTE office since then. In response to this survey, 70 institutions had indicated that they had provisions for multicultural and/or bilingual education in foundations and methods courses plus specific courses or programs. The surveys and supplementary materials for these institutions were reviewed to further determine if the programs were multicultural. Fifteen institutions were then selected, representing different types and sizes of institutions--both private and public. They were located in various regions of the United States, rural as well as urban, and ranged in size from 460 to 49,932 students. Not all institutions initially identified are presented in this document. One was not an exemplary program, and arrangements could not be made to visit the other institution.

The case studies developed from the survey data and the on-site visits are found in chapters 2-11. Chapter 1 is an overview of how teacher education institutions are implementing multicultural education based on the survey data collected in 1977-78. Chapter 15 presents a summary of characteristics found in multicultural teacher education programs and the factors that have contributed to the development of those programs.

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Chapter 1

OVERVIEW OF MULTICULTURAL EDUCATION IN TEACHER EDUCATION

The data presented in this chapter is based on that collected by AACTE through its "Survey of Multicultural Education in Teacher Education," conducted during the 1977-78 academic year. Of the total institutions surveyed, 446 responded, representing 55.3% of the total. These included both private and public institutions; they ranged in size from 327 to 54,931 students; and they were located in both rural and urban areas. This chapter summarizes how multicultural education is being addressed by these teacher education institutions.

CURRICULA

Over half of the 446 responding institutions indicated that they had provisions for multicultural education in the teacher education program. These provisions included the following components of multicultural education:

1. Study of intergroup communications.
2. Student teaching experience in schools with students racially/ ethnically different from student teachers.
3. Experiences to assist students in working more effectively with minority students.
4. Study of values clarification.
5. Study of the dynamics of diverse cultures and the implications for developing appropriate teaching strategies.
6. Study of cultures and ethnicity of groups within the geographical region served by the education unit.
7. Study of the diverse learning styles related to ethnic/cultural differences and the implications for developing appropriate teaching strategies.

8. Study and experiences for teaching content from a multicultural perspective.
9. Study of racism.
10. Study of sexism.

Ethnic Studies

Almost 45% of these institutions had departments or divisions that focused on U.S. ethnic groups (e.g., Black Studies, Native American Studies). Over 75% offered courses related to specific U.S. ethnic groups. Courses on Afro Americans were most prevalent with over half the institutions having such courses. The following indicates the percentage of institutions with other ethnic studies courses:

- 32.7% American Indians or Eskimos
- 28.0% Hispanic Americans
- 22.7% Asian American or Pacific Islanders
- 15.7% Eastern European Americans
- 10.4% Western European Americans
- 07.2% Jewish Americans

Almost one-fourth (23.8%) of these institutions required that preservice teachers complete at least one course related to specific U.S. ethnic groups prior to the completion of their education degree program.

Women's Studies

Over half (60.9%) of the institutions offered courses related to women's studies, with fifteen percent having departments or divisions of women's studies. Less than 10% (8.7%) of the institutions, however, required students to complete at least one course in this area prior to the completion of the education degree program.

Inservice Programs

Nearly half (45.1%) of the institutions offered inservice programs in the area of multicultural and/or bilingual education. These were most often offered to teachers and administrators in cooperation with a local education agency or teacher center.

Multicultural and Bilingual Education

Three hundred sixty-two institutions (81.2%) reported having some provision for addressing multicultural and/or bilingual education within the education unit. Most often multicultural/bilingual education was addressed as a component in foundations courses or as a component in methodology courses. Fewer institutions (less than 25%) had specific courses on multicultural or bilingual education. Either a major/specialization or minor/supplementary in multicultural education was offered in almost 10% of the institutions, but more institutions offered a major and minor in bilingual education. Around 16% had a major in bilingual education, while nearly 14% had a minor. Less than 10% of the institutions had a separate department or division of multicultural education (7.4%) or bilingual education (8.1%). Often such departments included both multicultural and bilingual education. It was impossible to determine the number of these programs that existed wholly on federal or state funds and the number supported primarily with institutional funds.

Multicultural education was most often addressed as a component in courses at the undergraduate level, but 25% also offered such courses at the graduate level. These courses could be classified in four general areas: (1) general studies, including anthropology, sociology, etc.; (2) international programs; (3) ethnic/cultural studies of U.S. ethnic groups; and (4) general education courses. Over half of these institutions required at least one of these courses for completion of the education degree program.

Bilingual education was emphasized in courses in fewer institutions than multicultural education. Over 30% offered courses at the undergraduate level and only 9% at the graduate level. The bilingual education courses offered could also be classified into the same five general areas as multicultural education courses. Spanish was the major target language in these programs, with over one-third of the institutions indicating it. American Indian languages included Choctaw, Navajo, Cherokee, Krowte, Lakota, Nez Perce, Cheyenne, Aleut,

Arapahoe, Crow, Imupiaq, Meraminee, Seminole, Creek, Shoshone, Woodland, and Yupik. One of these was the target language in 29 institutions. French, German, Italian, Portuguese, Cantonese, and Chinese were identified as target languages in other bilingual education programs, in that order of frequency.

FACULTY

Institutions did not appear to be very diverse in the ethnic/racial make-up of the faculty. Less than one-third of the institutions had one or more Black faculty members. Other minority groups were represented in even fewer institutions. Hispanic faculty members were in 18% of the institutions; Asian American faculty members in 11%; and American Indian or Eskimo faculty members in less than seven percent. The following chart shows the percentage of the total faculty population from various ethnic backgrounds at three levels of employment:

	<u>FULL-TIME</u>	<u>SPLIT-TIME</u>	<u>PART-TIME</u>
White American	87.32%	86.83%	85.71%
Black American	8.59	7.05	7.78
Hispanic American	1.83	3.06	4.22
Asian American	1.16	.98	1.08
American Indian/Eskimo	.35	.55	.56
Other	.74	1.54	.64

Of the full-time education faculty, 32.61% were female and 67.39% male. At the part-time level the number of females increased to 48.64%.

A greater percentage of minorities and females taught multicultural and bilingual education than taught in the general teacher education program. The following table shows the ethnic/racial breakdown of full-time faculty who teach multicultural and bilingual education:

	<u>General Teacher Education</u>	<u>Multicultural Education Courses</u>	<u>Bilingual Education Courses</u>
White American	87.3%	55.2%	53.0%
Black American	8.6	33.8	5.3
Hispanic American	1.8	5.9	34.7
Asian American	1.2	3.8	5.7
American Indian/Eskimo	.4	1.3	1.3

A greater percentage of females also taught in these programs than in the general teacher education program. At the full-time level, 47% of the faculty for bilingual education and 37% for multicultural education were females.

The academic background of split-time faculty members who taught the multicultural/bilingual education related courses varied. Most often the faculty members represented either sociology or foreign language disciplines. Faculty members also represented the disciplines of history, anthropology, psychology, English, or Afro American Studies. Full-time education faculty members who taught these courses were most often from the program areas of elementary education (71.7%) or secondary education (61.7%). Other education faculty were from the program areas of social foundations, history, and philosophy; early childhood education; curriculum and instruction; social studies education; educational psychology, language arts and reading; special education; foreign language education; or junior high and middle school education.

The concept of multicultural and bilingual education had been fostered among faculty members through various activities. Almost half of the respondents indicated, however, that the faculty members were on their own with respect to this. Planned faculty development activities were nearly nonexistent. The most frequent means used was professional association meetings. Faculty development activities were not generally organized or structured for multicultural or bilingual education. Less than one-third reported seminars, cross-cultural field experiences, inservice training, faculty research grants, or sabbaticals being used for this purpose.

STUDENTS

The student population at the responding institutions appeared to be diverse in ethnic/racial composition. Over 96% of the institutions had at least some minority students. The following table indicates the ethnic/racial background of students in the responding institutions:

	<u>Total Institution</u>	<u>Undergraduate Teacher Education</u>	<u>Graduate Education Programs</u>
White Americans	86.22%	86.36%	85.15%
Black Americans	8.13	8.89	7.17
Hispanic Americans	2.28	2.00	1.79
Asian Americans	1.09	.80	.78
American Indians	.47	.71	.43
Other	1.81	1.24	4.68

More Black and American Indian students were enrolled in the undergraduate teacher education program than in other undergraduate disciplines. The percentage of minority students in graduate education, however, was less than at either the undergraduate level or in the total institution. Almost half (47.2%) the total student population was female. For both undergraduate and graduate education programs, however, the percentage of females increased to 59% and 57% respectively.

RESOURCES

Over half the responding institutions indicated that related textbooks were used as a resource by teachers and students studying multicultural education. Over 30% indicated they also used the following resources:

1. Student experiences in cultural settings different than that of the teacher education student.
2. Consultants who were not part of the university faculty.
3. Cooperative programs with public or private schools with multicultural student populations.
4. Ethnic agencies/organizations.
5. Cooperative programs with public or private schools that have a student population with ethnic backgrounds different from the majority of the student teachers.
6. Community-based programs as some phase of the student's work.

RESEARCH AND DEVELOPMENT

Over one-third of the institutions (39.3%) reported research activities related to multicultural or bilingual education had been undertaken in the education unit. Although faculty projects were the source of most research activity in this area, some research was also done as master theses, sponsored research, doctoral dissertations, and special institutes. Research related to multicultural education was being undertaken more often than that for bilingual education. The research in multicultural education included the study of (1) instructional processes, (2) social/cultural processes, (3) inter-ethnic attitudes, and (4) acculturation, assimilation, or cultural pluralism. Research in bilingual education was most likely to include the study of instructional processes. Other bilingual education research on social and cultural processes and acculturation, assimilation, and cultural pluralism were also undertaken. Research topics for multicultural and bilingual education also included ethnographic research and research about culturally biased tests.

The major support for research activities in both multicultural and bilingual education was the institution itself. The U.S. Office of Education provided support for research activities in nearly one-fourth of the institutions with multicultural education research and in over one-third of those with bilingual education research. Private foundations, state education agencies, local education agencies, and the National Institute of Education provided support in less than 12% of the institutions.

Education faculty members also produced products in the area of multicultural education in over 35% of the institutions. Bilingual education products were developed in over 25% of the institutions. These products were most often in the form of a presentation at practitioner-oriented meetings.

CONTRIBUTING FACTORS

Three factors seemed to have contributed to the planning, development, and implementation of multicultural/bilingual education in over half of the institutions. These included (1) the university/college administration, (2) various ethnic groups, and (3) state education agency guidelines and regulations. Other contributing factors often mentioned included: (1) encouragement of professional associations; (2) qualified faculty; (3) related state legislation; (4) related federal legislation; (5) desegregation of local schools; (6) availability of curriculum

materials; (7) availability of federal funds, and (8) teacher organizations. A major deterring factor to such programs was the lack of funds from the college or university. The availability of state and federal funds as well as curriculum materials and qualified faculty were also considered as deterrents to the development and implementation of multicultural education by over one-fourth of the institutions.

THE FUTURE

The written comments of the respondents concerning the future of multicultural and bilingual education at their institutions suggested generally positive support for multicultural education. State legislation and certification requirements as well as the NCATE standards have increased the planning and, probably, the implementation of such programs. The lack of money and qualified or interested staff are clearly the greatest drawback to immediate development of programs that might be viewed as appropriate and desirable. The most common reasons provided for not planning programs were that the student population does not include minorities; graduates will not teach in areas where there are many minorities; and there are not opportunities for preservice teachers to experience multicultural situations. Comments concerning the goals of multicultural education would suggest that efforts need to be made to clarify the concept. The majority of institutions either have programs in multicultural or bilingual education or are planning such programs. Yet, comments suggest a need for model programs from which they could implement components that would be most appropriate to their own situations.

Chapter 2

A MULTICULTURAL EMPHASIS IN A SECONDARY EDUCATION PROGRAM An Approach to Multicultural Education at Ball State University

SIZE: 17,547

AFFILIATION: State

HIGHEST DEGREE OFFERED: Doctorate

1979-80 UNDERGRADUATE TUITION & FEES: \$840 (State resident)

CALENDAR SYSTEM: Quarter

ADDRESS: Muncie, Indiana 47306

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Ball State University was founded in 1898 as a small private school called Eastern Indiana Normal University. In 1918 the Ball brothers, of a prominent industrial family in Muncie, donated for use as a state institution the campus and buildings of what was then the Muncie Normal Institute. The name later was changed to Ball State Teachers College in honor of the Ball family. In 1965 the institution was renamed Ball State University.

The 946 acre campus of the university is located in a residential area of northwest Muncie, Indiana. Muncie, a city of over 80,000, is located 55 miles northeast of Indianapolis, the state capitol. Although the population is somewhat multiethnic, it is predominantly white, with a 11 to 12 percent Black population. Migrant workers are in the area during the summer and fall months.

THE UNIVERSITY

The university is organized into five colleges: the College of Architecture and Planning, the College of Business, the College of Fine and Applied Arts, the College of Sciences and Humanities, and the Teachers College. Masters degree programs are offered at the institution in 90 fields of study; the specialist in education is offered in 14 fields of study; and the doctoral degree programs are offered in 16 different fields of study.

Commitment to Multicultural Education

A multicultural education emphasis was initiated ten years ago when the university felt that students should be prepared to work in a multicultural society. The emphasis at that time was based partly on the need to prepare teachers to work more effectively with minority students and those from a low socioeconomic level. The offering of a minor in multicultural education for secondary education majors was approved by the Teachers College, and a faculty member was hired in 1972 to design and implement this program. From the beginning the program was financially supported by institutional funding.

The "Multi-Cul Program for the Preparation of Teachers for Multi-Cultured Secondary Schools" began as an elective undergraduate minor offered by the Department of of Secondary, Higher, and Foundations of Education. Although the minor has remained as a program elective, all secondary education majors are now required to complete one course in multicultural education. Some faculty members are now redesigning their courses so that they are taught from a multicultural perspective. Courses are also offered at the graduate level in this area.

Even earlier the Teachers College had initiated and supported a program related to multicultural education within the Department of Elementary Education. The Institute for Education of Teachers of the Disadvantaged was initiated in 1969 to prepare students for teaching at the elementary school level in economically disadvantaged, racially integrated, and multiethnic schools. This program is offered as a minor to students majoring in elementary education, special education, and other K-12 programs. Again, this program is supported financially by the institution, although some inservice programs and research projects have been conducted with noninstitutional funds.

Since all secondary education majors will be required to take a course in multicultural education beginning in the fall of 1979, other faculty members of the department have participated in a faculty development program on multicultural education. These faculty will have the primary responsibility for teaching that course during the academic year. Again, this activity is possible because of the commitment of the program director, dean, and department chair. An additional faculty member who is prepared and experienced in multicultural education was added to the department in 1979.

The institution's commitment to multicultural teacher education is highlighted in the Department of Secondary, Higher, and Foundations of Education. The emphasis on multicultural education has expanded from a minor, which involves only those

students who choose that option, to a course requirement for all secondary education majors. Graduate students also can choose an emphasis in multicultural education. This department has systematically planned to integrate multicultural concepts throughout the professional education program. There is a similar minor offered in the Department of Elementary Education, and integration of the concepts of multiculturalism throughout the total program is being pursued there. The Department of Educational Psychology and the Department of Special Education are also attempting to integrate multicultural concepts into their offerings.

Special Programs Related to Multicultural Education

Within the University and the Teachers College are several programs supportive of multicultural education. Outside the Teachers College an Institute for International Studies offers Asian Studies, Latin American Studies, and overseas study programs. The Institute for Urban and Regional Studies provides courses and experiences to assist students in understanding urban realities. Students also can design a program in Afro American Studies. At least one course is offered in Women's Studies.

Ball State also has a residential overseas program in the cosmopolitan district of central London. Students who choose the London Centre as a part of their program spend 13 weeks abroad. Ten of those weeks are spent in residence study at the Centre, where students take regular university courses.

Elementary education majors may elect to participate in a special program that permits spending the autumn quarter of the junior year in England. Students take course work there, have a residential professional laboratory assignment in an English school, and travel in Great Britain and on the continent.

The University's Center for Lifelong Education offers a program for nontraditional students. This program is designed to aid adults returning to study after significant time lapses. College credit in specified areas can be obtained through means other than regular enrollment in on-campus university classes. Such a program could be a valuable resource for minority students, women, and mature students with successful career or vocational experiences who would like to return to begin a college program or to continue one that had been interrupted.

The Teachers College offers inservice programs requested by public schools in the state through its Resource Center for Public School Services. Emphasis on multicultural concepts is

included in two areas. Services of the Curriculum Evaluation and Development area include multicultural awareness, value clarification, human relations training, and cultural pluralism in the schools. Offerings of the Innovative Field-Based Inservice Education component include multicultural education and teaching in desegregated schools. The Resource Center is the receiving and implementing agency for such requests from schools and other agencies. Departments and other units of the University and the Teacher College provide the services through their personnel.

RELATED REQUIREMENTS BY THE INDIANA COMMISSION ON TEACHER TRAINING AND LICENSING

New Indiana teacher licensing requirements include an emphasis on multicultural education for initial certification. These revised regulations require that all graduates after September 1, 1982 must have taken, as part of their professional sequence, an identifiable component in "ethnic, cultural, and disability awareness."

These new state requirements have forced institutions in the state to design programs that include multicultural education. At Ball State the Department of Elementary Education and the Department of Secondary, Higher, and Foundations of Education have chosen to emphasize multicultural education both by integration throughout professionalized courses and by special courses that focus on multicultural education. Programs for preparing secondary and elementary education majors differ in their approaches to satisfy the state-mandated requirement for ethnic, cultural, and disability awareness. These differences will be discussed in the next section.

RESPONSES TO MULTICULTURAL EDUCATION IN THE TEACHER EDUCATION PROGRAM

The following describes the multicultural education aspects of teacher education programs at Ball State University in categories used in NCATE's Standards for the Accreditation of Teacher Education--governance, curriculum, faculty, students, and resources.

Governance

The Teachers College includes eight principal administrative units: (1) Department of Counseling Psychology and Guidance Services, (2) Department of Educational Administration and Supervision, (3) Department of Educational Psychology, (4) Department of Elementary Education, including the institute for Education of Teachers of the Disadvantaged, (5) Center for Lifelong Learning, including the Institute of Gerontology, (6) Department of Secondary, Higher, and Foundations of Education, (7) Department of Special Education, and (8) Department of the Laboratory School. A number of supportive units are also included within the Teachers College.

Approved programs are offered by the Teachers College for state teaching credentials at the following levels:

1. Early Childhood Education (Pre-Kindergarten)
2. Kindergarten-Primary Education (K-3)
3. Elementary Education (1-6)
4. Junior High/Middle School Education (5-9)
5. Secondary Education (9-12)
6. All Grade Education (K-12) in Physical Education, Special Education, Hearing Impaired, Music, School Media Services, and Visual Arts.

The bachelor's, master's, specialist, and doctoral degrees are offered in education by the university. The Specialist in Education degree programs are offered in 16 fields, and 16 programs lead to doctoral degrees. The Doctor of Education degree is also offered in cooperation with Indiana University in 16 fields, and a cooperative Doctor of Philosophy degree program with Purdue University is offered in guidance and counseling.

According to the University Bulletin for 1978-80, the objectives of the undergraduate teacher education program are:

1. To help students acquire (a) knowledge and understanding expected of well educated persons in our culture, (b) respect for learning and people, (c) familiarity with the value systems influencing behavior, and (d) aesthetic appreciations.

2. To assist students in the acquisition of teaching competence in both knowledge and skills related to their areas of specialization.
3. To enable students to understand the ways that learning takes place and human beings develop.
4. To enable students to acquire a basic knowledge of the relationship between the school and its historical and contemporary settings.
5. To help students demonstrate, in their relations with others, that they value highly the freedoms and responsibilities of democratic living.
6. To promote in students the willingness and ability to experiment with effective methods of applying their intellectual, moral, aesthetic, and professional learning in practice.

Curricula for Preservice Programs

All students, of course, are required to meet the requirements of general studies. At Ball State these requirements include 24 quarter hours of Humanities, 20 quarter hours of Social and Behavioral Sciences, 20 quarter hours of Science and Math, and eight quarter hours of Business, Technology, and Applied Fields. A number of courses related to multicultural education are offered throughout the institution. Some of these would meet the requirements of general studies, especially in sociology, anthropology, and psychology. Students may also take courses in Afro American studies and women's studies that provide background knowledge related to multicultural education.

One of the articulated goals of the Teachers College is to have multicultural concepts integrated into most courses offered--often a slow process requiring faculty development and support activities. A number of courses in the professional sequence specifically address aspects of multicultural education. The following three courses are offered in the Teachers College in the general field of education:

1. Exploration of Ethnic and Multicultural Group Behavior in American Schools

2. Urban Education: Problems and Prospects
3. Contributions of Social and Cultural Minorities to American Education

All students preparing to be teachers are required to take a course entitled "Principles of Teaching and Classroom Management (Elementary or Secondary)." This general methods course requires field experiences taken late in the sophomore year or in the junior year. Students who have minors in either Multi-Cul or Teaching of the Disadvantaged would be scheduled for field experiences in multicultural school settings. Other students may also receive multicultural field experiences, but they are not required. Students with one of these minors also fulfill their student teaching requirement in multiethnic or Title I schools. Other students may have that type of experience, but it isn't required.

Elementary Education

In the University Bulletin the following three courses related to multicultural education are listed under the Department of Elementary Education:

1. Human Relations in School
2. Materials and Techniques for Teaching Children of Multiethnic Backgrounds
3. Education of the Culturally Different Child

Elementary and preschool education majors can meet the state requirements for ethnic, cultural, and disability awareness by taking the course, "Introduction to the Exceptional Child," and the other required professional education courses. These other required courses have multicultural concepts integrated into their content.

As mentioned earlier, elementary education majors can choose to obtain a minor from the Institute for Education of Teachers of the Disadvantaged. These students are required to take these courses:

1. Materials and Techniques for Teaching Children of Multiethnic Backgrounds

2. Education of the Culturally Different Child
3. Student Teaching with Disadvantaged Children
4. Three of the following courses (those with * also meet general studies requirement):
 - a. Economics of the Ghetto*
 - b. The Black Experience in America*
 - c. Literature of Black America
 - d. Education of the Slow Learner
 - e. Practicum in the Sociology of the Inner City*
 - f. Racial and Cultural Minorities in the U.S.*

Research comparing graduates of this program with those of regular elementary education programs showed that these students had more empathy and understanding of the economically disadvantaged. Graduates with this minor were also more likely to choose to teach in urban situations.

Secondary Education

A number of courses related to multicultural education are listed in the University Bulletin under the Department of Secondary, Higher, and Foundations of Education. These include:

1. School in American Culture.
2. International Dialogue on American Education and Life.
3. The Role of Women in the Past, Present, and Future Development of Education.
4. Introduction to the Problems of Teaching in Cross-Cultural Environments.
5. Instructional Strategies in Multicultural Schools.
6. Social Foundations of Secondary Education.

Beginning in the fall of 1979, all secondary and junior high/middle school education majors will be required to take the general education course, "Exploration of Ethnic and Multicultural Group Behavior in American Schools." The course was designed to assist students in analyzing factors that influence behavior of ethnic and cultural group members in schools and educational settings. Particular emphasis is placed on behavior of ethnic and cultural group members in American schools. The course involves development of an awareness of many

cultural and ethnic groups present in schools and other institutions. It stresses the following: behavioral patterns of people from different environments; special strategies, applicable to different groups, that can be used to overcome and avoid ethnic and/or cultural conflict; learning strategies designed to break stereotypes held about certain groups, and benefits of cultural differences to all Americans. This course helps potential teachers, other potential professionals, and community leaders achieve these objectives:

1. Understand the diversity of cultures, lifestyles, and ethnic groups found in American schools and society.
2. Become skilled in incorporating cultural experiences into the instructional processes, everyday living, and socializing.
3. Become informed about the variety of instructional strategies, processes, technology, and materials available to all school personnel.
4. Study assumptions and overgeneralizations made about certain groups and American society.
5. Develop greater awareness of culture and its effect on American schools.
6. Analyze and internalize the feeling of being different in American schools and society.
7. Develop appropriate attitudes and understanding necessary to work effectively with students from a variety of cultural backgrounds.
8. Learn sociological and multicultural concepts that contribute to understanding of behavior.

This four-hour course includes both class work and field experiences. The class work includes lectures, films, and small group work. The course is usually taken at either the freshman or sophomore level.

The Multi-Cul Program for the Preparation of Teachers for Multi-Cultural Secondary Schools is offered as a minor for secondary education majors. This program places heavy emphasis on making the preservice teacher aware of the variety of social, political, and economic backgrounds represented in multicultural schools. Students must select this option before the end of

their sophomore year. A maximum of 40 students is accepted each year in the program at the present time.

This program includes both course work and experiences to prepare graduates to work effectively in multicultural school settings. The course requirements include:

1. Introduction to the Problems of Teaching in Cross-Cultural Environments (five quarter-hours)
2. Cross Role Experiences in Secondary Schools (four quarter-hours)
3. Instructional Strategies in Multi-Cultural Schools (four quarter-hours)
4. Senior Seminar (three quarter-hours)
5. Electives from appropriate courses in general studies program (eight quarter-hours).

Required laboratory experiences vary. In the freshman year, students are involved in field work in the community through the many social and professional organizations at the university. The experiences vary, but a strong effort is made to place students in cultural areas different from their own. Initial experiences in multiculturalism are provided as a requirement of the first course listed above. Additional field work is also offered in connection with a specially sectioned psychology course in human growth and development. The second course listed above also includes structured field experiences.

The junior year includes intensive professional experiences involving participation in a multicultural setting, a secondary education methods course, plus the third course listed above. All of these courses provide opportunities for the student to have experiences in multicultural classrooms. One full quarter is devoted to student teaching in the senior year. Students are placed in multicultural school situations, usually in Muncie, Fort Wayne, or Indianapolis. The student teaching experience includes a regular seminar with the program director to allow students to discuss their teaching experiences in a multicultural classroom.

Students in the Multi-Cul Program are involved in a number of field trips to schools outside the Muncie area. These have included visits to inner-city schools in Cincinnati and Gary. Field experiences, beginning in the freshman year, expose preservice teachers to individuals from backgrounds much different than their own. Students observe and assist in such varied situations as schools for the handicapped, inner city schools, community agencies, and state prisons.

This program has been designed to help students develop the following special competencies:

1. A broad understanding of the variety of social, political, and economic backgrounds represented in multicultural schools.
2. A firsthand knowledge of the wide range of student expectancies.
3. Skill in incorporating and applying various types of instructional strategies and processes appropriate for multicultural classrooms.
4. Ability to analyze values exhibited by students and faculty in multicultural schools.
5. Ability to relate to and identify with adolescents from a variety of cultural backgrounds.
6. Ability to organize and plan educational experiences (curriculum) that attempt to meet the needs of all students attending multicultural schools.

Graduates of this program often seek positions in inner city schools. The rate of placement for graduates of this program is much greater than that for other secondary education graduates. Urban schools often seek graduates of this program because they have proven to be more effective than regular graduates.

Curricula for Advanced Programs

Graduate programs of the Department of Secondary, Higher, and Foundations of Education include courses specifically addressing multicultural education. "Workshop in Instructional Strategies for Teaching in Multi-Cultured Secondary School" is an example of such a course. Majors in the junior high/middle school program are required to take the professional education course, "Multicultural/Ethnic Education in American Schools." Graduate students in this area are also to choose electives from courses that include "International Dialogue on American Education and Life" and "The Role of Women in Past, Present, and Future Development of Education."

Faculty

The Teachers College is staffed by 215 instructional and administrative faculty members. Of this number, 124 (58%) are male and 91 (42%) are female. Seven (3%) of the college faculty are from minority groups. Three departments have a majority of female faculty members (Elementary Education--67%; Special Education--65%; Laboratory School--55%). Two departments with a combined total of 15 (Educational Administration and Supervision and the Center for Lifelong Education) have only male faculty members at present.

Supervision of professional laboratory experiences, including student teaching, is done by faculty members from the Teachers College. Such responsibilities take faculty into schools and classrooms of all types on a regular schedule. This constant involvement with the total range of students and schools of the state keeps faculty personally aware of what is going on in the classrooms--including those in schools serving children of all cultures in the population.

Faculty development activities have been designed to prepare faculty with limited experiences in multicultural settings to teach the multicultural education courses required for secondary education majors. Approximately 15% of the faculty have had overseas experience through teaching or related research in overseas programs of the institution.

Students

Undergraduate students at Ball State University are primarily from rural areas of Indiana and are predominantly white. Figures from the 1976 report issued by the Office of Civil Rights show the percentages of undergraduate and graduate students from various ethnic backgrounds at Ball State:

<u>Undergraduate Students</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
White Americans	94.1%	94.1%	94.1%
Black Americans	4.7	5.1	5.0
Hispanic Americans	.3	.2	.3
Asian Americans	.2	.1	.2
American Indians/Eskimos	.2	.2	.2
Nonresident Aliens	.5	.2	.3

Graduate Students

White Americans	90.1%	93.1%	91.7%
Black Americans	2.3	3.2	2.8
Hispanic Americans	.4	.5	.5
Asian Americans	.5	1.1	.8
American Indian/Eskimos	.1	.1	.1
Nonresident Aliens	6.3	2.0	4.2

At the graduate level the percentage of males increases over the undergraduate level from 46.2% to 52.6%. The percentage of minorities at the graduate level decreases from the 5.6% at the undergraduate level to 4.0% at the graduate level. These figures are for the total institution, however, and may not accurately reflect the ethnic make-up of teacher education programs.

In the fall quarter of 1978 there were approximately 2,454 undergraduate students enrolled in teacher education programs. Elementary and special education majors made up 1,054 of these students, while over 1,400 students were enrolled in secondary education programs.

The institution provides an Academic Opportunity Program for students who may need academic assistance in the areas of writing, reading, listening, and study skills, as well as in general adjustment to the university scene. A director of Special Programs is responsible for assisting minority students at the institution.

In discussions with students who had participated in the Multi-Cul Program of the Teachers College, general enthusiasm for the program was found. The students felt that they were better prepared to go into multicultural school situations than were most of their colleagues. They also felt that the program gave them new insights into the multicultural nature of the United States, and all felt that they were much more comfortable in multiethnic situations as a result of the program than they were before entering the program. They were supportive of all students being provided the opportunity to expand their knowledge of and experiences with minority group members.

Resources

The new campus library contains over 1,000,000 volumes, 150,000 microfilms, and 5,700 periodicals. In addition, the Burris Laboratory School, which is a part of the Teachers College, houses K-12 materials for use by teacher education students. The library has made a concerted effort over the last

ten years to increase holdings on ethnic studies and multicultural education, so that the collection now is very supportive of all programmatic efforts in this area.

FUTURE OF MULTICULTURAL EDUCATION

With the emphasis on multicultural education, mandated by state licensure requirements for teachers, programs and interest in integrating multicultural education throughout the teacher education program are likely to continue at Ball State University. Students interested in the Secondary Education Multi-Cul minor at the undergraduate level continue to increase, indicating that the program is likely to grow. The programs to prepare Teachers of the Disadvantaged (TOD) at the elementary school level has a long history and will continue to produce a limited number of specialists in the area. Teachers and administrators returning to the university for inservice and graduate programs indicate an interest in better preparation in order to work in multicultural situations. Continued interest from these groups may cause the development of more graduate courses and programs with a multicultural perspective in departments other than the Department of Elementary Education and the Department of Secondary, Higher, and Foundations of Education. Interest in integrating multicultural concepts into offerings in special education and educational psychology are also strong. Continued development of overseas teaching opportunity for faculty will provide added sophistication in multiculturalism. The addition of a new faculty member in the area of multicultural education will strengthen the program in Secondary Education.

Chapter 3

A GRADUATE PROGRAM IN MULTICULTURAL/MULTILINGUAL EDUCATION An Approach to Multicultural Education at Fairfield University

SIZE: 4700

AFFILIATION: Private, Jesuit

HIGHEST DEGREE OFFERED: Certificate of Advanced Study (6th Year)

1979-80 UNDERGRADUATE TUITION AND FEES: \$3295

CALENDAR SYSTEM: Semester

ADDRESS: Graduate School of Education, Fairfield University,
Fairfield, Connecticut 06430

CONTACT: Thomas deTullio, Director of Multicultural/Multilingual
Education

Fairfield University received its charter from the State of Connecticut in 1945 and admitted its first class to freshman year in September, 1947. The extensive, gently sloping campus is located in the town of Fairfield, five miles from Bridgeport and fifty miles north of New York City. The city of Bridgeport contains an increasing number of ethnic minority groups, including a large Spanish-speaking population of Puerto Rican descent and an equally large Black constituency.

THE UNIVERSITY

Fairfield University is a four-year liberal arts institution whose undergraduate component is largely centered around the College of Arts and Sciences. There are two graduate programs, one offered by the Graduate School of Education, the the second by the Graduate School of Politics and Communication.

The Graduate School of Education offers both the Master of Arts degree and the Sixth Year Certificate of Advanced Study. The school features seven divisions, and students may choose from 17 areas of concentration.

Commitment to Multicultural Education

Fairfield University is located within thirty miles of two cities with diverse ethnic minority populations--Bridgeport and New Haven. It is also within commuting distance of New York City, famous for its cultural diversity and pluralism. As societal emphasis began to focus on ethnic heritage and personal identity during the 1960's and early 1970's, the school systems within the state of Connecticut responded with programs designed to meet the educational needs of nonminority students. Part of this constituency included a large number of native Spanish-speakers, mostly of Puerto Rican origin, located in the Bridgeport-New Haven area. During the 1970's, the Bridgeport school system (in addition to those in Hartford, New Haven and Stamford, among others) increasingly became involved in bilingual/multicultural education programs. Much of this involvement came in the form of Title VII funds for bilingual education basic programs. Currently, there are Title VII programs in Hartford, New Haven, Bridgeport, and Stamford--all located within the service area of Fairfield University.

As this development began to impact upon the local institutions of higher education, Fairfield University initiated seminars and workshops in the field of multicultural/multilingual education. Enrollments in these offerings were high, and the university formally began its program in multicultural education in 1977. At that point the program included one faculty member and a handful of students. Funding was, and continues to be, provided from the regular university budget. From these rather inauspicious beginnings the program has developed into a healthy, dynamic curriculum. Currently 95 students are enrolled in the program, which is staffed by five professors. Since the tuition money collected from these students is the program's main source of revenue, the system features a built-in accountability factor, which greatly contributes to its relevancy and effective outreach.

This program was created in response to the needs demonstrated within the local public school system. Perhaps one of the strongest features of Fairfield's Multicultural/Multilingual Education Program is its healthy and positive relationship with representatives of those public schools. Most of the graduate students enrolled in this program are teachers from the Fairfield service area. The program relies heavily on adjunct faculty members who are drawn from leadership positions within local bilingual education programs. The willingness of the Graduate School of Education to employ these local specialists further demonstrates the commitment on the part of the institution toward competency-based multicultural/multilingual teacher training. Students are frequently seen within the

classrooms of the local schools as they attempt to complete the practicum, internships, and the like.

Special Programs Related to Multicultural/Multilingual Education

As part of the course requirements for either the M.A. degree or Sixth Year Certificate of Advanced Study, students are encouraged to take classes in Puerto Rico. In full realization of the professional responsibilities of most of its graduate students, the Multicultural/Multilingual Education Program has arranged a course of study in which the master's degree may be obtained after four summers of study. Students are strongly advised to spend one of these summer sessions in Puerto Rico, earning from six to nine credits on the campus of Inter-American University. The courses, taught in Spanish and English (depending upon the students' language dominance), include some of the following offerings:

1. The Spanish of Puerto Rico
2. Intensive Conversational Spanish
3. People and Culture of Puerto Rico
4. Puerto Rican Literature
5. History of Puerto Rico
6. Relevant Puerto Rican Writers

The program had such an enthusiastic response that it has already been planned through 1982.

RESPONSES TO MULTICULTURAL EDUCATION IN THE TEACHER EDUCATION PROGRAM

The following describes the multicultural education aspects of the teacher education program at Fairfield University in categories used in NCATE's Standards for the Accreditation of Teacher Education--governance, curriculum, students, and resources.

Governance

The Graduate School of Education at Fairfield University offers courses leading to the M.A. and to the Sixth Year Certificate of Advanced Study. There are 42 faculty members and

approximately 950 students enrolled in the Graduate School of Education. It is divided into these seven divisions:

1. Administration/Supervision
2. Counseling and Community Services
3. Educational Media
4. School and Applied Psychology
5. Special Education
6. Foundations and Teaching
7. Religious Education

Each division has a chairperson who reports directly to the Dean of the Graduate School. The Multicultural/Multilingual Education Program is housed in the Division of Foundations and Teaching.

Curricula

Students enrolled in masters degree programs are required to complete a minimum of 33 semester hours. Those pursuing the Sixth Year of Advanced Study must fulfill an additional 30 semester-hour requirement beyond the master's degree. In addition, the Graduate School of Education offers five certification programs: Secondary Teachers, Intermediate Administrators, School Superintendents, School Counselors and School Psychologists.

Those students registered for either master's or advanced study programs can choose among the following major areas of concentration:

1. Elementary Administration/Supervision
2. Secondary Administration/Supervision
3. Counseling (School/NonSchool)
4. School Psychology
5. Secondary Teaching
6. Special Education
7. Professional Improvement
8. Tomorrow's Woman Today
9. Religious Education
10. Educational Media
11. Open Classroom
12. Instructional Computer Science
13. Multicultural/Multilingual Education
14. Community Services
15. Industrial Psychology
16. Human Services
17. Applied Research

For the master's degree the following requirements apply in most major areas:

1. Completion of 33 credits in total.
2. Required courses:
 - a. Philosophical Foundations of Education - three hours
 - b. Seminar (at end of programs) - three hours
 - c. 18 or 21 credits in major field
3. Electives
 - a. Nine credits (to be approved by an Advisor)

For the Certificate of Advanced Study the following requirements apply in most major areas:

1. Completion of 30 credits in total.
2. Required courses:
 - a. Comparative Philosophies - three hours
 - b. Theories of Learning - three hours
 - c. Practicum (at end of program)
 - d. 15 credits in major field
3. Electives
 - a. six credits (to be approved by an advisor)

Requirements for certification programs vary with the type of certificate sought and state regulations on licensing.

All students enrolled in the Graduate School of Education are exposed to the major principles and issues in multicultural/multilingual education while enrolled in required courses in the Division of Foundations and Teaching. In addition, every other division devotes at least peripheral coverage to the area.

The Multicultural/Multilingual Education Program

Those students pursuing a M.A. degree with a major in Multicultural/ Multilingual Education must complete a total of 33 credits, eighteen of which are in the major. In fulfilling the major requirements each student must choose at least one course from each of the following areas:

Dominance Testing

1. Workshop in Preparation of Teachers for Optimal Participation in Assessment Programs for Bilingual/Bicultural and ESL Education
2. Testing and Assessment - Bilingual Education

Methods/Curriculum

1. Spanish Language Arts in Bilingual/Bicultural Programs
2. English Language Arts in the Bilingual Curriculum
3. Teaching English as a Second Language
4. Creative Methodology in Multilingual Teaching
5. E.S.L. in Bilingualism
6. Methods and Materials in Bilingual/Bicultural and ESL Programs
7. Workshop in Bilingual/Bicultural and ESL Education
8. Workshop in Spanish and American Transculturation
9. Reading in the Bilingual Classroom
10. Methods in TESOL
11. Practicum: Teaching the Non-English Speaking

Sociology of Language/Ethnic Studies

1. Socio-Educational Issues in Multilingual/Multicultural Education
2. Issues in Multilingual/Multicultural Communication
3. Multicultural Education: Perspectives
4. Teacher and Pupil in the Multicultural Classroom

Theory

1. Principles of Bilingualism
2. The Bilingual Child

In addition to the completion of classes in Multicultural/Multilingual Education, students are required to take one course in Philosophical Foundations of Education. They can elect nine hours of their program in consultation with their advisor. During the final semester of their program, students are required to take a variety of comprehensive examinations known as the Critique, a written exercise designed to a) provide an opportunity for the student to have a new learning, instead of a rehash of old learnings; b) require of the student evidence of that synthetic or relational critical thinking that was a purpose of the old comprehensive exam. Candidates are required to select approximately seven to ten readings from a list of eighty-plus resources in the field of multicultural/multilingual education. Once the readings are completed, the student consults with an advisor to determine the focus for the written exercise. There is no mandatory length for the paper, and it is not considered a thesis, research paper, nor creative personal essay. It is an exercise to demonstrate that the candidate understands the readings chosen and the courses taken, and is able to relate these to one another and to the real life role of the candidate.

The Multicultural/Multilingual Education Program attempts to provide the graduate student, classroom teacher, school counselor, or administrator with a background in the following areas in order to enhance the capability to teach ethnic groups in a multicultural setting: psycholinguistics, ethnic studies, bilingual education programs, language, curriculum, TESOL, foreign study (Puerto Rico), ethnic dialectology, sociology of language learning and acquisition, methods of working with ethnic groups in a multicultural setting, and testing for language dominance and proficiency. The program offered to achieve the above goals is interdisciplinary in nature. As can be noted by the cross-referenced class numbers cited above, the Multicultural/ Multilingual Education program has entered into cooperative instructional agreements with both the Spanish and Sociology faculties. In addition, English department faculty familiar with ESL techniques have input.

Evaluation of the Multicultural/Multilingual Education Program is both internal and external in nature. Internally, the program is evaluated by students and faculty. Students meet at least once a year for this evaluation. The very nature of the program allows for both formal and informal evaluation by public school representatives. As participating faculty members on an

adjunct basis, field-based professors have the opportunity of providing formal input into the evaluation of the Multicultural/Multilingual Program. In addition, field-based cooperating teachers and supervisors of university practicum students and interns also formally participate in the evaluation process. Due to the constant interaction between members of the university and the public school community it serves, sufficient opportunities are provided for informal evaluation of the program by local school personnel.

Students

The student population at the university is predominantly white. Black and Hispanic students are the major minority groups on campus. Figures from the 1976 report issued by the Office of Civil Rights show that the following percentages of undergraduate and graduate students from various ethnic backgrounds:

<u>Undergraduate Students</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
White Americans	95.9%	96.5%	95.4%
Black Americans	1.9	1.95	1.9
Hispanic Americans	2.1	1.1	1.6
Asian Americans	.3	.2	.2
American Indians/Eskimos	.0	.0	.0
Nonresident Alien	.4	.4	.4

Graduate Students

White Americans	93.1%	94.8%	94.2%
Black Americans	2.6	2.0	2.2
Hispanic Americans	1.7	1.4	1.5
Asian Americans	.4	.5	.5
American Indians/Eskimos	.4	.8	.7
Nonresident Aliens	1.7	.5	.9

During the 1979-80 academic year, there were 103 graduate students enrolled in the Multicultural/Multilingual Education Program at Fairfield.

THE FUTURE OF MULTICULTURAL EDUCATION

The university's commitment to its program in multicultural education is permanent and ongoing. The author had the opportunity of discussing the program with the Dean of the Graduate School of Education, the Director of Multicultural/Multilingual Education, two full-time professors in the Division of Foundations and Teaching, and four graduate students in the program. In addition, visits were made to the Instructional Resource Center and one class in ESL methodology.

The administration of the Graduate School of Education has been well pleased with the success of the Multicultural/Multilingual Education Program. Those faculty members contacted were also highly supportive of the program, noting that its goals and activities complemented those of both the university and its Graduate School of Education. The graduate students who were interviewed were also encouraged by the progress of the program. As teachers within the local school systems, they had personally witnessed a number of culturally related conflicts, and felt that the Multicultural/Multilingual Education Program was instrumental in providing the means to understand and prevent these situations. The teachers represented all types of schools, including elementary, secondary, public, private, and alternative. The program encourages the most promising students to pursue further study, and two of the students interviewed expressed the desire to continue their formal education.

At a time when declining enrollments are forcing cutbacks in programs and available financing, the Multicultural/Multilingual Education Program at Fairfield University must be viewed as an outstanding success. In operation for scarcely more than two years, the program enrolls 103 students with five faculty members. The program is funded entirely through "hard money," leaving no doubt as to the university's commitment to its continuance on a permanent basis. The dedication of those involved with the program to insure its success is only superseded by their dedication to provide an educational experience of the highest quality to all students. Fairfield University is justly proud of its accomplishments in the area of multicultural/multilingual education. Hard work and perseverance has made this an exemplary program.

Chapter 4

A RESPONSE TO THE EDUCATIONAL NEEDS OF AMERICAN INDIANS AND INNER-CITY COMMUNITIES: An Approach to Multicultural Education at Fort Wright College of the Holy Names

SIZE: 460

AFFILIATION: Private, Roman Catholic Affiliation

HIGHEST DEGREE OFFERED: Master's

1979-80 UNDERGRADUATE TUITION & FEES: \$2,800

CALENDAR SYSTEM: 4-1-4

ADDRESS: West 4000 Randolph Road, Spokane, Washington 99204

CONTACT: Anis Ahmed Quidwai, Dean of Education

Fort Wright College of the Holy Names, a small liberal arts college, was founded in Spokane in 1907 as Holy Names College. In 1961, the college moved to its present location on the grounds of Fort George Wright, a turn-of-the-century military post, and the name of the college was changed to Fort Wright College of the Holy Names. The present 75-acre campus occupies part of a mesa overlooking the Spokane River on the Northwest side of Spokane.

A city of 170,561 persons (1970 Census), Spokane is located in eastern Washington, near the Idaho border. Although the total ethnic minority population is less than four percent, it includes American Indians, Blacks, whites, Pacific Islanders, Hispanics, and Asian Americans. Five different American Indian reservations are located within 100 miles of the city. Spokane is the economic and cultural hub of a large cultural area whose residents are primarily white, agricultural, and middle- and upper-class. These local demographics provide an unusual setting for a multicultural education program.

THE COLLEGE

Various academic disciplines are organized through five centers rather than departments at Fort Wright College. These consist of (1) the Center for Creative Arts, which includes studies in the areas of art, drama, and music; (2) the Center for Life Studies which includes studies in the areas of biology, chemistry, economics, environmental studies, health sciences, human services, management, mathematics, nursing, psychology, and

sociology; (3) the Center for Humanities, which includes studies in the areas of children's drama, English literature, foreign language (French, German, Spanish), history, philosophy, political science, and religion; (4) the Center for Human Learning and Development, which includes studies in the areas of bilingual education, early childhood education, Montessori certification, Native American education, teacher certification, teacher education, and graduate studies in education; and (5) the Center for Christian Ministries, which includes graduate programs in pastoral ministry and religious education and noncredit outreach programs in religious studies and ministry formation.

Commitment to Multicultural Education

The college's commitment to multicultural education might be attributed partly to the history of the Order of the Sisters of the Holy Names, founded to serve the rural poor around Montreal in the 1840's. Beginning in the early 1960s, social justice was the major topic of conferences attended by members of the Order, and this was reflected in their work. At Fort Wright College, both students and faculty were involved in the Civil Rights marches of the sixties. Compared to the local Black population of less than two percent, the college enrolled an unusually large number of Blacks. During that period, a Black Student Union was active on campus. An Upward Bound program also enrolled a large number of minority students.

In 1973 the Advocates for Indian Education asked the college to help develop programs for American Indian students. A program was initially developed with Library Training Funds to prepare Indian students as library paraprofessionals. At that time an American Indian was also appointed to the Board of Trustees of the college.

With an increase in the number of Indian students on campus in 1973, and with the concurrent development of a program for teacher education in inner-city Seattle, the need for multicultural education on the campus became evident. Part of the multicultural awareness on the campus may have been due to the college leadership during that period. The first of the three college presidents who served between 1973 and the present was a psychologist who related unusually well to the Black students on campus, often becoming their ombudsman. When she left to become an assistant superintendent of education in the State of Washington, she was replaced by a woman nationally known for her involvement in international affairs. In fact, the new president had coordinated the Spanish language program at Cuernavaca for five years under Ivan Illich. The current

president, raised on the Colville Indian Reservation, has a long history of working for the cause of minority persons.

The two successive chairpersons and deans of the teacher education college have also been strong advocates of multicultural education with special concern for minority rights. The first dean came to the college after working in inner-city Seattle and returned there as principal of a multiethnic private high school. She designed and implemented the multicultural, competency-based program for teachers in Seattle. The current Dean of Education is also the Dean of Graduate Division and Special Programs of the College. He has had numerous personal and professional cross-cultural experiences, including the development of the teacher education programs on the Indian reservations in Washington. The Vice President for Academic Affairs has also done most of her academic work in areas related to multicultural education. Her master's degree was in non-Western history and culture, her doctorate in higher education management emphasizing cross-cultural concerns with American Indians.

According to the president, academic vice president, and chairperson of education, the college's policy is to integrate multicultural education concepts throughout all their programs rather than limiting multicultural practices to only the education program. Past orientation programs have been designed to keep the faculty aware of the continued need for multicultural education programs. Plans are being made to provide a faculty retreat to examine multicultural education as well as for continuing past inservice activities.

Special Programs Related to Multicultural Education

Because of their unique experiences or needs, minority or foreign students at Fort Wright College are likely to participate in at least five programs. These include (1) Satellite Centers, (2) the LINK Entrance Program, (3) English as a Second Language, (4) SPHERE, and (5) Network of Global Concerns.

Satellite Centers

Currently three on-site programs in education, which feature multicultural concerns and settings, are offered through the college. A competency-based program for teachers is offered in cooperation with the Seattle central area private schools, and

degree programs in Education and Human Service are offered at Omak and Toppenish on the Colville and Yakima Indian Reservations, respectively.

The competency-based program in Seattle inner city was developed under the Washington State 1971 Guidelines and Standards for competency-based teacher education programs and is approved by the State Board of Education. Beginning in 1971, the competencies for completing certification requirements were developed by the program's advisory committee in Seattle. Later the faculty at Fort Wright College developed a set of competencies during an inservice program at the college. The competencies developed through these two processes were fused into the present competency-based program toward state certification at the elementary education level. This program, with a multiethnic/multicultural emphasis, was approved by the state in 1974 and initiated by Fort Wright College at that time. Charts on the next four pages provide a sampling of competencies required for this program.

Candidates for this program may include anyone interested in teaching in a multiethnic school. When the program began in 1974, it included one male student with a Ph.D. in educational psychology, who was not certified to teach by the state, and one female student who had been a teacher's aide but had no college credit toward certification. All candidates were working in some position in the private, central school system of Seattle. State requirements now state that all candidates must have at least a bachelor's degree for admittance into this particular program.

To complete certification requirements of the state for elementary education, students in the program are required to meet the competencies approved by the state. The program, of course, is very individualized, to serve the needs of each student. This involves one-on-one advising of students throughout the program by the on-site faculty members of the college. Individual tutoring is provided when necessary. All students must be willing to undertake self-study in order to meet the identified competencies under the supervision of the students' supervisory committee. This committee of four persons includes (1) a faculty member from Fort Wright College, (2) an administrator from the school where the student currently works, (3) the master teacher who meets both the college and state requirements, and (4) a member of the inner-city area community. (This has always been a minority person, with at least a bachelor's degree, who lives in the inner-city being served by these schools).

COMPETENCY	RATIONALE	POSSIBLE EXPERIENCES	METHOD OF EVALUATING
KNOWLEDGE COMPETENCIES FOR THE PREPARATORY LEVEL <u>EHP-1.01</u> Candidate can name, describe, and critically analyze the differing philosophy of 6 persons (including 2 non-Americans and 2 ethnic group persons) who have had an impact on the historical development of education in the U.S., and can describe their impact on present day education.	In order to function the most effective way possible, it seems that a knowledge of one's profession is needed, especially in current trends in that profession.	-College class or seminar -Reading -Observation of a wide variety of schools and classrooms	-Written test -Interview with college teacher in education department or classroom teacher
<u>RDG-1.04</u> Candidate demonstrates knowledge necessary to personalize instruction. This includes: a. Research on individual differences 1. Sex 2. Home environment/situation 3. Interest 4. Motivation 5. Cultural/Ethnic 6. Handicaps b. Learning styles/sensory impact.	Will enable candidate to affect reading progress in students.	-College classes -Working with a teacher -Observation in classroom -Uses record keeping that accompanies a management system	
<u>RES-1.01</u> Candidate demonstrates a working knowledge of: d. the utilization of minority references and methodologies.	Will enable teacher to direct students to materials that will stimulate growth in factual knowledge.	-Work in library -Compare various encyclopedias, atlases, almanacs, etc. -Class -Independent study	-Written test -Demonstration by candidate to supervisory team member
ATTITUDE COMPETENCIES <u>ATT-1.05</u> Candidate demonstrates a commitment to cultural pluralizing including an appreciation for tradition, history, and contributions of different races and cultures.	One goal of education is to humanize us. Humanization includes appreciation of all persons	-Class in ethnic cultures -Working or living with persons of another culture or race here or abroad	-Interview by persons of other cultures

KNOWLEDGE AND ATTITUDE COMPETENCIES FOR THE PREPARATORY LEVEL

COMPETENCY	RATIONALE	POSSIBLE EXPERIENCES	METHOD OF EVALUATING
KNOWLEDGE COMPETENCIES FOR THE INITIAL LEVEL			
EHP-2.02 Candidate can articulate the importance of pluralistic education and can incorporate this idea into his/her own philosophy of education.	Teachers in a multicultural situation need to understand the importance of pluralism in order to communicate that importance to others.	-College course -Workshops on pluralism -Visiting with a variety of persons in the inner city	-Written philosophy evaluated by supervisory team member
LAT-2.01 Candidate can explain how language works, including the difference between "formal language" and "street language" and the importance of both RDG-2.01 Candidate demonstrates knowledge of language needs of children of diverse cultural and linguistic backgrounds.	If teachers, especially in the inner city, still think they have to "correct" a students' language, teach "correct English" and eradicate his or her "errors" they fail to understand how language needs only to communicate. The "survival" language, also called standard English, may or may not be useful to every child. If useful, it should be within the student's reach.	-Course in linguistics or in the history of the English language -Study one of many recent essays on language and how it works. -Develop a grammar and a lexicon for the language heard at home, on campus, on the streets	-Given a tape of several dialects, candidate explains the language of each. -Supervisory team members evaluate
RDG-2.01 Candidate demonstrates knowledge of language needs of children of diverse cultural and linguistic backgrounds.	Will enable the candidate to be aware of the non-standard/standard usage of students and thus allow for maximum reading and speaking progress.	-Observation in classrooms -Communicating to students through use of multi-ethnic skills gained	-Observing the applicant with children
ATTITUDE COMPETENCIES			
ATT-2.06 Candidate demonstrates a willingness to become involved in multiethnic situations.	Involvement in the local community will help a teacher better understand her students.	-Attending inner city functions -Involvement in ethnic group activities	-Interview and evaluation by minority member of supervisory team

KNOWLEDGE AND ATTITUDE COMPETENCIES FOR THE INITIAL LEVEL

COMPETENCY	RATIONALE	POSSIBLE EXPERIENCES	METHOD OF EVALUATING
KNOWLEDGE COMPETENCIES FOR INITIAL OR CONTINUING LEVEL FAT-3.02 Candidate demonstrates knowledge of past and present Fine Arts in America in one of the following: art, music, drama, dance, film, or literature. This knowledge includes awareness of ethnic minority Fine Arts.	Since the Fine Arts address persons as creators, as responders in process, it is singularly necessary that the educated person who would become an educator know not only what has been created but HOW it is created, HOW persons respond to creation--both personally and socially.	-A class in Introduction to the Fine Arts -Participate in the Fine Arts by 1. attending performances by artists 2. visiting studios and museums, etc. -Creative Experiences in the Fine Arts by 1. teaching an art to others 2. creating original works	-Written test prepared by Fine Arts faculty of the College -Written critical analysis of arts experienced -Observation and interview
SST-3.01 Candidate demonstrates a basic knowledge of anthropology and geography: a. ability to use comparative studies of physical and psychological characteristics of peoples to counter traditional beliefs of racial inferiority and superiority c. ability to use studies of the varieties of behavior, beliefs, languages, and arts among populations of diverse cultures to give insights into the potential range of development of personality, cultures, and institutions.	Needed to understand the individual in his or her entirety. Needed particularly to understand the children of a minority culture.	-Travel -Living in another culture or sub-culture -Vista, Jesuit Volunteer, Peace Corp, etc. -Museum work -Formal class -Reading -Obtaining information from knowledgeable people -Research studies	-Interview with knowledgeable person, such as college professor, minority community resource person -Written test -Project presented by candidate to demonstrate the described competencies
SST-3.04 Candidate can explain the following concepts: socialization, institutionalization, the nature of prejudice, stratification, bureaucratization, the nature of deviance.	Specific new thinking tools are needed by Americans today. For example, anyone who has lived in a typical modern American environment has experienced the phenomena of institutions and has to some degree reflected on the experience. But few have examined the process of institutionalization.	-Examining models sociologists use for analysis -Experiences of other cultures -Experiences of being victims of prejudice -Working through a bureaucracy to accomplish something, such as government or welfare agencies	-Write a paper describing concepts -Interview with college Social Studies professor

KNOWLEDGE COMPETENCIES FOR THE INITIAL AND CONTINUING LEVELS

COMPETENCY	RATIONALE	POSSIBLE EXPERIENCES	METHOD OF EVALUATING
SKILL COMPETENCIES FOR THE CONTINUING LEVEL			
TSK-4.05 Candidate demonstrates that he/she uses his/her ability to create, select, use, and evaluate media and materials, especially in relationship to experience and contributions of various ethnic groups.			-Supervisory team member observes over a period of time and evaluates
TSK-4.06 Candidate provides and uses opportunities which emphasize that cultural, ethnic, and racial differences contribute positively to the well-being of others.			-Supervisory team member observes candidate over a period of time and evaluates

SKILL COMPETENCIES FOR THE CONTINUING LEVEL

Since 1974, four or five new students have been enrolled in the program annually. During the past five years, at least ten students have received their certification in elementary education through this program. One student was enrolled in Fort Wright's LINK program to complete requirements for the B.A. and certification in elementary education. This program has allowed persons working in inner-city schools as teacher's aides or in other positions other than teaching to meet certification requirements while continuing to be employed in multiethnic--predominantly minority, in fact--schools.

The programs at Omak and Toppenish offer undergraduate, graduate, and fifth-year teacher certification courses in education and human services. Both are located on or near Indian reservations within three to four hours driving time from Spokane.

The Omak program offers the (1) B.A. in Education, with certification in elementary education for teacher's aides and others working in the Paschal Sherman Indian School of Omak or in other schools in Okanagon county, and (2) the M.Ed. for teachers and counselors currently working in these same schools. A program is now being developed for paraprofessionals, predominantly American Indian, working in the residential elementary school in Omak. Most students in the program are female. The programs at Omak are coordinated by an on-site faculty member from Fort Wright College.

Toppenish, a city on the outskirts of the Yakima tribal reservation, is where Fort Wright offers the (1) B.A. in Education and (2) the M.Ed. in selected areas of specialization. Courses are held at the Yakima tribe's Smartlowit Indian Education Center at Toppenish. Most of the students in these programs currently work as teacher's aides or in other similar positions in the public schools or in the Yakima Nation's preschool programs. Some of the graduate students teach or work at the local community college, usually for the minority affairs office or adult education program. In the fall of 1978 there were 35 students enrolled in the undergraduate program and 34 in the graduate program. At the undergraduate level, students are predominantly female. At the graduate level, male and female students are nearly equal in number. The multiethnic student body includes Mexican Americans, American Indians, Blacks, whites, Filipino Americans, and Asian Americans. Since the program began in 1974, two students have completed the B.A. degree, and 17 students have completed the master's degree.

The program at Toppenish is coordinated by an on-site faculty member from Fort Wright College.

Both the Omak and Toppenish programs were developed and continue to be redesigned cooperatively by the faculty from the College, the Colville or Yakima Indian Nations, and students in the programs. Courses and programs are designed with a multicultural emphasis as a part of the college's philosophy and at the request of the Indian Nations or other minorities involved. The superintendent of the Paschal Sherman Indian School at Omak, the director of the Division of Education for the Yakima Nation, and the director of the Tribal Preschool for the Yakima Nation indicated that this program allows minority teacher's aides, predominantly American Indian, to work toward bachelor's degrees. It is almost impossible for these students to move to a residential campus for study. Most students in the program are older than the traditional undergraduate students, and most have families who would not permit them to leave. The officials indicated that these students are prime candidates as teachers because they live in the area, know the American Indian community, and have been working actively and effectively already in the local schools as teacher's aides. When they finish their preservice training, these students are the first to be hired to fill openings at schools involved in the program. Violet Rau, one of the first graduates of the M.Ed. program in Toppenish, was appointed by President Carter to the National Indian Education Advisory Committee.

The LINK Entrance Program

This program combines knowledge gained by experience with college credits toward earning a B.A. or B.S. degree. Most LINK candidates have completed some college-level study before applying to this program. Adults may also receive college credit for significant learning experiences on the job, in civic or volunteer service, or from special training such as conferences, seminars, and workshops.

Upon acceptance to LINK, the candidate has an interview with the Program Coordinator to set up a learning plan that incorporates transfer credits, possible LINK credits for experience, and course work to be done at the college. Working closely with faculty members as advisors, the candidate then writes short justification papers for the LINK credits. Faculty members in the appropriate disciplines review the justification paper; subsequently, a review board assesses the papers, the learning plan, and the overall merit of the candidate's learning program. A final review board, consisting of college

administrators, faculty advisor(s), the LINK coordinator, and a business or professional colleague of the candidate, meets with the student. This board evaluates the learning plan, validates the LINK credits and modifies the overall plan, if necessary. The candidate then completes the courses needed to meet graduation and academic major requirements. The candidate can earn a maximum of 60 semester credits for experiential learning, and must complete at least 12 semester credits through Fort Wright College.

This program has been especially beneficial to minority candidates in education. American Indians, Mexican Americans, Blacks, and Filipino Americans who have worked for years as teacher aides in schools have completed or are currently working toward B.A. degrees through the LINK program.

English as a Second Language

Through the ESL Center at the college, intensive one-year programs in English as a Second Language are offered for international students. Speaking, listening, reading, and writing skills of the English language are emphasized through eight levels of instruction and language laboratory. These are reinforced by daily life in the college dormitories among English-speaking students. Students are introduced as soon as possible to the college materials from their major fields of interest. In addition to courses on writing and speaking of English, ESL students are required to take a math course, a U.S. history and culture course, and a library skills course in English.

The ESL program at Fort Wright College is about four years old. It began as Vietnamese refugees moved into the area. The college developed courses to teach English and provide on-job training for the Vietnamese entering the Spokane area at that time. Currently, Saudi Arabian and Japanese students are the primary participants in these ESL programs.

SPHERE

The Spokane Higher Education Regional Enrichment (SPHERE) program allows the working adult an opportunity to complete a bachelor's degree entirely through evening sessions. A B.A. with a major in Human Services is offered at Fort Wright College. Other majors are offered by participating colleges in the

area--Eastern Washington University, Gonzaga, Washington State University, Whitworth, and two community colleges. The Fort Wright program is especially helpful to minority and women students who work full-time and can attend only night sessions. Many of these students work in social service agencies where multicultural skills are particularly important. Two of the faculty members currently teaching courses in the human services program are themselves of ethnic minorities.

Network of Global Concern

In 1974 the college initiated a five-college consortium for international awareness and events. Through the Network of Global Concern, diverse groups of people on the local, national, and international levels are put in touch with one another. During 1974-75 such eminent speakers as Dennis Goulet, Jonathan Kozol, Ivan Illich, and John Seeley were brought to the campus for this purpose. A resource center is also available to the larger community as a part of the program. Recent activities have been less ambitious, but the network still exists.

RESPONSES TO MULTICULTURAL EDUCATION IN THE TEACHER EDUCATION PROGRAM

The following describes the multicultural education aspects of teacher education programs at Fort Wright College in categories used in NCATE's Standards for the Accreditation of Teacher Education--governance, curriculum, faculty, students, and resources.

Governance

The Center for Human Learning and Development at Fort Wright College includes studies in teacher education and certification, early childhood development, Montessori certification, bilingual education, Native American Education, and graduate studies in education. These programs can lead to certification in elementary education; and secondary education with subject matter specializations in English, drama, children's drama; history, political science, psychology; sociology, religion; mathematics; biology, chemistry; music; art, fine arts; or Spanish, German, French.

The dean of the Center for Human Learning and Development is a minority. The 21-member Board of Trustees for the college includes American Indian and Black board members. Of the eight executive officers of the college, there are five white women, one white male, one Black male, and an Asian American male.

Commitment to multicultural education at this level is probably best indicated by the college's development of teacher education programs in inner-city Seattle and on the Omak and Yakima Indian reservations. Persons from these three areas indicate that Fort Wright has been willing over the past five years to join those communities in developing the necessary programs for teachers to work more effectively in those areas. In all three cases, members of those communities have been actively involved in the development and monitoring of Fort Wright's programs.

Although the college budget includes no specific line item for multicultural education, funds are allocated to support the satellite programs in Seattle, Omak, and Toppenish for the purposes of preparing both minority and nonminority persons to teach in the multiethnic situations of the inner-city and the schools on or around Indian reservations. In addition, funds are provided to support the four other special programs related to multicultural education: the LINK Entrance Program, English as a Second Language, SPHERE, and the Network of Global Concern. Also the college offers a number of courses related to ethnic studies or multicultural education.

Curricula

The goal of the College is to integrate multicultural education throughout the total curriculum. Depending on the course and the instructor, this goal is at various stages of development. Additional inservice education for the faculty is probably necessary to increase this process of integration.

During the past year, modules on cross-cultural aspects or specific classes in multicultural education were taught by a number of faculty members representing several ethnic groups. These have included the following courses:

1. Multiethnic Education
2. Foundations of Education
3. Pre-School Curriculum
4. Analysis of the Individual
5. Personality Development
6. Psychological Testing

7. Counseling Theories
8. Counseling Techniques,
9. Developing Multiethnic Curriculum
10. Multicultural Relationships and Behavior
11. Multiethnic Curriculum in Early Childhood
12. Organization and Administration of Guidance Services.

Both undergraduate and graduate students indicated that they were involved in the evaluation of programs that often led to the redesigning of courses. Most classes offered students the opportunity to question concepts and discuss issues related to multicultural education. Students felt that courses were being taught, for the most part, from a multicultural perspective.

General Studies

All students are required to complete 24 semester hours in General Studies. This includes four hours each in philosophy, religion, fine arts, social science, humanities, natural science, and history. The core curriculum description includes a list of skills to be incorporated into each course, as follows:

The following additional skills, which Fort Wright College believes are essential elements in a Christian-humanist education will be incorporated into the syllabi for the core courses at appropriate points: analytical and abstract thinking, leadership skills, self-knowledge (relationship to self, self-limits), cross-cultural awareness, skill in "reading" all the media, enjoyment of leisure, development of interpersonal relations, and personal career goal-setting.

Throughout the curricula offerings of the college, there are a number of courses specifically related to ethnic studies, cross-cultural studies, and multiethnic and multicultural education. The following are examples of such courses:

1. Judaism: Its Literature and Expression
2. Economics: Global Concerns Colloquium
3. Arab-Israeli World
4. History and Culture of Latin America

5. History of Africa
6. History of Blacks in the U.S.A.
7. History of the Far East
8. Conversational Lakota
9. Conversational Spokane Indian Language
10. Culture and Traditions of Northwest Tribes
11. Documentary History of the Native Americans in the U.S.
12. Fieldwork in Native American Studies
13. Native American Government and Law
14. The Native American in the Northern Hemisphere with an Art/Design Emphasis
15. Native American Music
16. Native American Poetry and Fiction
17. Comparative Religion
18. Religion and Culture
19. Cultural Anthropology.
20. Human Services Special Topics: Cross Cultural Counseling Skills
21. International Business
22. Music of Western Civilization
23. Art History: Special Topics (Egypt, Greece, Middle East)

Some of these courses can be taken to meet the student's general college requirements. Others, of course, can be taken as electives.

Professional Studies

All 30 of the full-time faculty members of the college participate in developing curricula for the teacher education program. The Academics Affairs Council must approve all new programs and major program changes, but new courses can generally be initiated and approved through the office of the Vice President for Academic Affairs. The chairperson of each academic discipline has the authority to initiate and adopt suggested courses with the approval of the Vice President for Academic Affairs. A new course is initiated through these mechanisms with presentation of a syllabus, resource list, name and qualifications of instructor, and the process for systematically monitoring the course.

Preservice students are exposed to theories of multicultural education in a required two-hour "Multiethnic Education" course. The primary textbook used in this course is Teaching Strategies for Ethnic Studies, by James A. Banks. This course includes the study of several ethnic groups, including American Indians, Blacks, Asian Americans, and Mexican Americans; it also focuses on the use of ethnicity in the curriculum.

Multicultural education concepts are also integrated into the "Introduction to Education" course required of all students. Charts presented earlier in this chapter provide a sampling of multicultural competencies required for the competency-based elementary education program in Seattle.

Special workshops for faculty on multicultural concerns are also open to students. Where appropriate, multicultural education content is incorporated into other education classes such as "Foundations of Guidance" and "Educational Psychology."

Students in the Satellite Centers have immediate opportunities to apply the multicultural theories and practices they have studied because they work every day with multiethnic student populations. Students at the main campus in Spokane have more limited opportunities through field experiences and the practicum. Efforts are being made to have students observe and participate in multiethnic settings during their preservice program.

A bilingual education program also has been developed and is awaiting approval from the Washington State Department of Public Instruction.

Beginning in the fall of 1979, a major in international studies is available to students. Many courses in this area can be integrated into the curriculum for the preservice teacher to

build greater global awareness and experience. The college offers a number of courses on the history, culture, and literature of developing nations. These include "History and Culture of Africa," "History and Culture of the Islamic and Arab Worlds," and "African Literature." During the January term, courses taught include travel to other countries. In the past five years educational trips have been led by faculty members to Spain, Mexico, Russia, Greece, Italy, Austria, France, and Germany.

Faculty

The college identifies as faculty 30 full-time persons, approximately 20 part-time persons, and a number of adjunct persons (the number varies according to programs being offered at the time). Thirteen faculty members are listed in the 1978-79 College Catalog for the Center for Human Learning and Development including the chairperson who also teaches courses.

Nine of these faculty members are sisters from the order of the Holy Names of Jesus and Mary. The four remaining faculty include an American Indian male, a Hispanic female, a white male, and an Asian American male. Although a small faculty, it is rather diverse in ethnic make-up. Adjunct faculty members are often of minority groups. The college administration has adopted an aggressive policy of recruiting minorities and handicapped persons for staff positions.

During the last four years, annual college orientation meetings for faculty have utilized American Indian speakers, a multiethnic panel of students, and a panel of persons from diverse religious backgrounds. These speakers have always addressed the need for multicultural education for all students at the college. When possible, faculty members attend professional and church-related meetings on this topic. The administration has determined that the faculty needs more inservice education related to multicultural education concepts and experiences. Plans to involve the faculty in such programs are being developed.

During the past two years faculty members have undertaken research related to multicultural education. With the Yakima Indian Nation, faculty were involved in the development of a multicultural, early childhood curriculum. A study on the retention of Indian students in higher education was conducted using the Yakima Indian Nation as a case study. In response to a request from the Colville Indians, a curriculum responsive to their needs has been developed. Finally, the counseling needs of

multiethnic groups have been identified. These projects have been supported through grants and advanced study programs of faculty members. Several products from these projects are available.

In promotion and retention consideration for faculty, the teaching ability of faculty is the most important criterion. This implies an ability to further the learning process of many kinds of students. Therefore, multicultural awareness and skills are very important in measuring the teaching ability of a faculty member and providing the rewards of merit increase promotions.

Students

Fort Wright College had a student population during the academic year of 1978-79 of 406. Until recently the college was a single-sex institution, as reflected by the high percentage of females still making up the student body. About 70 percent of the students are female. The student body is about 25 percent minority, as shown by the following chart (based on 1976 OCR figures):

<u>Undergraduate Students</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
White Americans	60.7%	74.8%	70.8%
Black Americans	10.1	2.7	4.8
Hispanic Americans	2.2	2.2	2.2
Asian Americans	7.9	5.8	6.3
American Indians/Eskimos	9.0	12.4	11.4
Nonresident Alien	10.1	2.2	4.4
<u>Graduate Students</u>			
White Americans	62.5	51.4	53.5
Black Americans	.0	8.6	7.0
Hispanic Americans	.0	5.7	4.7
Asian Americans	.0	.0	.0
American Indians/Eskimos	37.5	34.3	34.9
Nonresident Alien	.0	.0	.0

The institution's approach to educational equity also is reflected in the policies admission and for probation. There are no minimum standardized scores necessary for admissions; rather, the Admissions Committee studies the combination of the student's transcript, scores on the SAT, and recommendations from one or more teachers. The criteria for admission are thus based on whether the student shows the potential to benefit from the

educational programs offered by the college. All faculty are involved in student advising.

The process for student probation is similar. If a student has failed more than one class during a term, the Academic Standards Committee considers whether or not the student should be advised to attend another institution. In such cases the committee will often recommend that a student transfer to a two-year college and later return to Fort Wright College. Extensive personal advisement is available throughout this process.

Resources

The college library has made a concerted effort in recent years to acquire holdings, particularly in the area of Native American studies. Both book and nonbook materials have been acquired. Resources on Black and Hispanic Americans as well as women's studies are also included in the collection. The extension libraries at the two Satellite Centers have extensive holdings in Indian studies, since they are also resource centers for schools serving Indian students.

THE FUTURE OF MULTICULTURAL EDUCATION

The college administration expects to offer additional programs in this area. These include a specialization in bilingual education and international education. Plans are underway for additional faculty development activities in this area, directed toward further integration of multicultural education concepts throughout the total curriculum. It is expected that additional satellite programs will be developed on other Indian reservations in the area at the request of the Indian communities. This expansion is probably due to Fort Wright's reputation in Indian communities for developing, implementing, and monitoring these programs cooperatively with the Indian community.

Chapter 5

AN ELEMENTARY FIELD BASED PROGRAM An Approach to Multicultural Education at Mercer University

SIZE: 2149
AFFILIATION: Private, Baptiste
HIGHEST DEGREE OFFERED: Master's
1979-80 UNDERGRADUATE TUITION AND FEES: \$2,829
CALENDAR SYSTEM: Quarter
ADDRESS: 1400 Coleman Avenue, Macon, Georgia 31207
CONTACT: Bobby Jones, Chairman, Department of Education

Mercer University was established as Mercer Institute in 1833. It was named after Jesse Mercer, a Baptist clergyman.

The university is located in Macon, Georgia, a city with a population of 144,000. The ethnic make-up of the population is 62.6% whites, 37.3% Blacks, plus a small number of Hispanics. Agriculture, especially fruit-growing, and the processing of agricultural products are the main areas of employment. There are also important deposits nearby, which are mined for use in ceramics production.

THE UNIVERSITY

The university consists of four coeducational schools: College of Liberal Arts, the Walter F. George School of Law, the Southern School of Pharmacy, and Mercer University in Atlanta.

Commitment to Multicultural Education

The Education Department at Mercer prepares undergraduate elementary education majors to teach. The program is a combination of on-campus classroom study, on-site observation, and practical student teaching experience in two different types of schools. The entire senior year is organized this way. The success of the program is shown in evaluation studies and in the positive feedback from school systems that not only hire

graduates but serve as coordinators of off-campus work experiences. The effectiveness of this program has led to a very positive and mutually beneficial relationship between the university and local school administrators and faculty. As an example, the local public school authorities recently selected Mercer's Education Department to co-administrator a new magnet school located near its campus. The faculty and student population of this school will be racially balanced. Mercer will be working there to develop better methods of instruction, improve present programs and devise new ones to meet new needs.

This program is supported entirely by university funds. There were no extra facilities or staff required to restructure the elementary preservice teacher education program to a field-based program.

Special Programs Related to Multicultural Education

The only ethnic studies program currently available at Mercer is Afro American Studies, in which students may have a major or minor. The curriculum is interdisciplinary, with courses from the departments of Education (Readings in Ethnic Minority Education), Sociology (The Nature and Manifestations of Prejudice), Political Science (Politics and the Black American), Economics (Economics of Minority Groups), Philosophy (Black Philosophical Perspectives), English (Studies in Black Literature), plus some courses from the Departments of History and Christianity. Students majoring in Afro American Studies may attain honors in the program by completing a community project and giving a presentation of the research to the chairman of the program.

RESPONSES TO MULTICULTURAL EDUCATION IN THE TEACHER EDUCATION PROGRAM

The following describes the multicultural education aspects of the teacher education program at Mercer University in categories used in NCATE's Standards for the Accreditation of Teacher Education--governance, curriculum, faculty, and students.

Governance

The College of Liberal Arts has its own dean with approximately twenty departments. These departments are headed by a department chairman; the School of Business and Economics has its own dean. Nondepartmental programs such as Afro American Studies and the Human Services Program are also included in the college. The undergraduate Elementary Education Program is in the Department of Education. Administratively, secondary education students are enrolled in the department of their academic major. All undergraduate teacher education students must have their programs of study reviewed each quarter by the Education Department.

Curricula

There is no major in elementary or secondary education at Mercer University. Instead, a student may substitute a concentration in Elementary Education, which consists of three categories of courses: (1) 35 quarter hours of professional education; (2) nine courses of specialized subject matter, and (3) a planned program of courses in the academic disciplines. In the third category, the student has the choice of completing a regular academic major in a department of his choice; a minor; or five academic courses in various departments, with the approval of his education advisor. A student wishing to teach at the secondary level majors in an academic area and takes professional courses in education.

General Studies

At Mercer general education courses are grouped into six broad areas and are offered by the various departments of the university. In addition to the 60 credit hours required from the other five areas, students must earn 10 credit hours from the following disciplines:

1. Afro-American Studies
2. Economics
3. Health Physical Education
4. Political Science
5. Psychology
6. Sociology

Multicultural concepts are addressed in several program areas at the university. These include the Afro American Studies program and the Sociology, Psychology, and Education departments. Examples of some of the courses with content related to multiculturalism include:

1. The Nature and Manifestations of Prejudice (Afro American Studies, Sociology, Psychology)
2. Readings in Ethnic Minority Education (Afro American Studies and Education)
3. Ethnic Minorities (Afro American Studies and Sociology)
4. Economics of Minority Groups (Afro American Studies and Economics)
5. Teaching for Intercultural Sensitivity (Afro American Studies and Education)
6. Cultural Anthropology (Sociology)
7. The American Indian (Sociology)

Professional Studies for Elementary Education

The entire senior year of the Elementary Education program at Mercer University is field-based. Elementary education majors are required to have teaching experience at two different levels: primary (1-3) and intermediate (4-7). During the first quarter, elementary education students are assigned to an elementary school site for two hours, four days a week for a period of nine weeks. These students also continue on-campus academic work in the areas of Human Development, Language Arts, and the Teaching of Reading.

During the winter quarter, associate teachers are assigned to a permanent site from 8:30 a.m. to 2:00 p.m., Monday through Thursday. At this time, associate teachers undertake full responsibility of three different subject areas for a minimum of two weeks per subject area. Language arts and social studies are required areas of responsibility, but students may select another area (e.g., science, math, arts, etc.). Associate teachers participate as regular teachers during the winter quarter. They attend at least one faculty and P.T.A. meeting, parent conference, or staff planning session. Academic work in the winter quarter is taken in the areas of Teaching Social Studies,

Elementary Curriculum, and Educational Psychology. On-campus academic seminars are held on Fridays.

During the third quarter, associate teachers teach classes all day. They are given complete responsibility for the entire class for a minimum of three weeks. During this time the supervising teacher enters the classroom only to evaluate associate teacher performance or to provide assistance to the associate teacher. The coordinator for student teachers from the university maintains continuous contact with the supervising teacher and the associate teacher.

During the first week of each quarter, the Mercer faculty meets with the preservice teachers and supervising teachers to discuss academic work and field experiences. Other faculty members and administrative personnel are also invited to attend these meetings.

Under Mercer's field-based teacher education program, student teachers are assigned to several types of schools during their course of study. Although Macon's population is composed of mainly two ethnic groups--whites (62.3%) and Blacks (37.3%)--urban, suburban, and rural cultures in the community are affected by the income levels of these two groups. Student teaching assignments are designed to expose the prospective teacher to different types of school populations and income levels. At the end of the student teaching experience an evaluation form is turned into the Mercer coordinator for each student teacher. A follow-up study of Mercer graduates in education awarded bachelor's degrees during the 1973-77 period showed 61% were still teaching. Respondents certified in elementary education rated their program highest, and this rating has steadily improved over the years as follows: (Scale: Superior-5 points; Excellent-4 points; Good-3 points; Fair-2 points; Poor-1 point)

<u>YEAR</u>	<u>RATINGS</u>
1973	3.08%
1974	3.25
1975	3.32
1976	3.54
1977	3.63
Overall rating	3.36

The field-based program is also evaluated by students, and these suggestions are used to improve the program. When graduates were asked to indicate changes for improving the teacher education program, the majority (68%) felt that the field based experiences were the most valuable part of the program.

They felt that a similar program should be developed for the secondary and special education levels as well.

Faculty

There are about 144 regular faculty members in the College of Liberal Arts. There are eight minority members on the faculty. One already has tenure and was recently elected Chairman of the Education Department. Three others are in tenure track positions, and four are classified as 'visiting' instructors--nontenure track positions.

Students

There are approximately 2,149 students enrolled in the Liberal Arts College. Figures from the 1976 report issued by the Office of Civil Rights show the percentages of undergraduate and graduate students from various ethnic backgrounds at Mercer:

<u>Undergraduate Students</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
White Americans	86.4%	76.3%	82.2%
Black Americans	11.7	21.8	15.9
Hispanic Americans	.4	1.1	.7
Asian Americans	.3	.3	.3
American Indians/Eskimos	.3	.0	.2
Nonresident Alien	.9	.5	.7

Graduate Students

White Americans	100.0%	98.6%	98.7%
Black Americans	.0	1.4	1.3
Hispanic Americans	.0	.0	.0
Asian Americans	.0	.0	.0
American Indians/Eskimos	.0	.0	.0
Nonresident Alien	.0	.0	.0

Of the 2,149 students in the Liberal Arts College, 10.7 percent are Black and .9 percent are foreign students. The undergraduate elementary education program has an enrollment of about 160 students. The percentage of male students in education is small. Mercer students are primarily from middle-class Georgia homes, with a large number of students from neighboring Florida.

THE FUTURE OF MULTICULTURAL EDUCATION

Mercer University fully supports its field-based Elementary Education program. One measure of the support is that university funds, rather than outside funding, pays for the program. Another measure of Mercer's support is that regular faculty members of the Education Department developed, implemented, and monitored the program. Its success and accomplishments are due to their dedication and determination. Evaluation studies cited earlier attest to student and teacher satisfaction with their training program. The eagerness of recruiters from local school jurisdictions and from urban areas such as Atlanta to hire Mercer graduates is an indication of the success of the program.

Chapter 6

INTEGRATION OF MULTICULTURAL COMPETENCIES IN A PRESERVICE PROGRAM An Approach to Multicultural Education at Norfolk State University

SIZE: 7,228
CONTROL: State
HIGHEST DEGREE OFFERED: Master's
1979-80 UNDERGRADUATE TUITION & FEES: \$530 (State resident)
CALENDAR SYSTEM: Semester
ADDRESS: 2401 Corprew Avenue, Norfolk, Virginia 23504
CONTACT: Edwina Vold, Director of Multicultural Teacher
Education

Norfolk State University is a four year institution located in Norfolk, the largest city in Virginia. The school was established in 1935 as the Norfolk Unit of Virginia Union University to provide training on the junior college level for high school graduates of the Norfolk-Portsmouth area. In February, 1969, the school was renamed Norfolk State University, and in 1972 was authorized by the General Assembly of Virginia to grant the master's degree. In 1978, the college officially became Norfolk State University.

Norfolk, with a population of 307,951, is the center of the tidewater area, which includes the cities of Norfolk, Chesapeake, Portsmouth, Hampton, Newport News, and Virginia Beach. The Norfolk community is composed predominantly of two racial groups, whites (80.8%) and Blacks (18.6%), with small but growing communities of Hispanics and Asians.

THE UNIVERSITY

Norfolk State University is a small, predominately Black school with 7,228 students. The undergraduate degree is offered in 50 areas and the master's degree in ten.

Because of the metropolitan location of the school, the university primarily serves commuters. Other factors influencing the commuter nature of the campus include the limited on-campus

dormitory space and the cost factor of lower tuition rates for state residents.

Commitment to Multicultural Education

The program of multicultural education at Norfolk State relates directly to the institution's missions and goals. One of these goals is "to continue curricula offerings in multicultural areas and interests, including African and Afro American studies."

The commitment to multicultural education at Norfolk State is extensive in that it includes administrators, faculty, and students; and it is intensive in that there is a college-wide task force. It meets on a regular basis to encourage multiculturalism in all programs by providing leadership and consulting services for all divisions and departments. This task force was preceded by a core faculty--composed of representatives from all departments in the School of Education--that developed the initial multicultural concepts, definitions and competencies, at Norfolk State. By the 1975-76 academic year, core faculty, education faculty, and administrators had developed a multicultural philosophy for the university and devised plans for its implementation. One of the primary goals was:

The revision of all core professional courses in elementary, secondary, and special education to reflect a multicultural emphasis in human interactions, in order to effectively prepare our prospective teachers to work successfully in a diverse society.

The commitment to multicultural education is expressed at Norfolk State University in other ways too. Workshops and seminars are held for staff improvement and curriculum development in multicultural education. Although outside consultants and out of state resource persons have participated in these seminars in the past and will continue to do so in the future, the university is developing a cadre of regular faculty trained in multicultural education. Students have also been involved in this effort. Lunch time seminars, conferences featuring multicultural themes, and informal workshops have been conducted for the general student body as well as faculty. This has helped broaden the support base for multiculturalism. Local community resource persons and civic and ethnic organizations also participate in these workshops. A Community Advisory Committee, composed of local school administrators and teachers, students, and community leaders, participated in the planning and evaluation of multicultural education at the university. These

seminars are supported by federal funds, the university budget, and departments within the School of Education.

Special Programs Related to Multicultural Education

The Multicultural Learning Resource Center

The Multicultural Teacher Education Project was the catalyst for curriculum revision and program changes, but it also had several other important effects. One was the creation of the Multicultural Learning Resource Center. Its mission is to identify and disseminate materials in order to facilitate the attainment of the competencies needed by effective teachers. It is one of several resource centers located in various schools on campus. Although the centers are not centrally controlled, they maintain close, informal contact. The Multicultural Learning Resource Center has a full-time specialist skilled in the production and use of media and knowledgeable of multicultural education and the philosophy underlying it. The center contains printed materials and audio-visual equipment to support materials developed by instructors and students. The Resource Center is also used by local teachers, who became acquainted with it through Teacher Corps, student interns, and campus-based workshops for inservice teachers.

Off-Campus Programs

The Multicultural Teacher Education Project was preceded by the New Canaan Experiment (1969-1977). This was a cooperative teacher education venture between the New Canaan, Connecticut Public Schools and Norfolk State. It was designed to determine whether prospective teachers from an economically disadvantaged background could successfully teach and live in an affluent setting. Data collected during the experiment provided valuable curriculum experiences to prospective teachers working in an affluent school environment. Each semester, ten prospective teachers with majors in elementary, secondary, and special education were assigned to the New Canaan school system. Participants lived with host families and taught in the public schools for nine consecutive weeks. More than 100 student teachers took part in the program.

An Inner City Based Cooperative Teacher Training Program was another cooperative effort between Community School District #13 in Brooklyn, New York and Norfolk State. Officially known as the Student Intern Program (SIP), it was designed to do the following:

1. Study the influence of inner city life style on prospective teachers from a different type of social setting.
2. Provide opportunities for the prospective teacher to become sensitive to the problems of educating the inner city child.
3. Determine what influence, if any, the prospective teacher would have on the Black child; roughly 96% of all teachers in the cooperating schools were white.

The Stamford Project, another cooperative teacher training venture, was between Stamford (Conn.) Public Schools and Norfolk State University. This was a pilot project to examine the feasibility of providing directed teaching experience off-campus in a cosmopolitan social setting. The project gave prospective teachers a chance to live and work in a social setting outside their own milieu. It was expected the project would assist the Stamford school division in recruiting qualified teachers from a predominately Black school.

The Norfolk Teacher Corps Project

Norfolk Teacher Corps has been a highly visible proponent of multicultural education on and off campus. It's multicultural component provides interdisciplinary and in-depth experiences for experienced teachers, interns, teacher aides, parents, and community volunteers, helping them to understand and use multicultural concepts in their work with children and adults.

The multicultural component of Teacher Corps is based on the following premises:

- That in order to promote a humane environment conducive to learning, adults and children need to gain insights in understanding themselves and valuing differences among human beings.

- That by expanding students' knowledge of cultures other than their own, they strengthen their understanding of the social and political dynamics of society.
- That concepts of self will be improved when instructional materials are free of ethnic bias and sexism.

Strategies used to implement the multicultural component include:

- The operation of a Multicultural Learning Center at the school site for use by teachers, parents, and students.
- The celebration of international days.
- The use of college faculty from the Early Childhood department as well as outside consultants in multicultural inservice activities.
- Inservice activities for public school teachers where the four multicultural phases of Alpha, Awareness, Acceptance, and Affirmation were requested and required.

Seminars and Workshops

The Special Education department has energetically worked to advance multiculturalism not only in its programs at Norfolk State University but at the local, state, and national levels. This department cosponsored two national multicultural seminars which impacted on both the college and the Norfolk community. "A National Multicultural Seminar on Mental Retardation Among Minority Disadvantaged Population" was conducted with the President's Committee on Mental Retardation. Some of the issues it focused on included: (a) providing information designed to reduce the incidence and prevalence of mental retardation associated with social disadvantages; (b) planning procedures for the elimination of prejudicial attitudes and discriminatory practices based on race, ethnic membership, or social class; and (c) providing for the development of manpower through the development of indigenous leadership among disadvantaged groups.

Numerous workshops and seminars have been organized by the core faculty of the Multicultural Project. These have included seminars on prejudice, child rearing practices in three cultures, and commitment to multicultural teacher education. The objective of these and other programs at Norfolk State University is to provide students and preservice teachers with experiences related to multicultural education.

RESPONSES TO MULTICULTURAL EDUCATION IN THE TEACHER EDUCATION PROGRAM

The following describes the multicultural education aspects of teacher education programs at Norfolk State University in categories used in NCATE's Standards for the Accreditation of Teacher Education--governance, curriculum, faculty, students, and resources.

Governance

The School of Education at Norfolk State is responsible for the undergraduate teacher education programs. It prepares teachers for early childhood through the senior high school levels. The instructional units of the school include: (1) Department of Elementary Education, (2) Department of Health, (3) Department of Physical Education and Recreation, (4) Department of Special Education, (5) Department of Educational Media and Television, (6) Secondary Education Professional Faculty, (7) Department of Reading, and (8) The Center for Professional Laboratory Experiences.

The program of studies for prospective elementary and secondary teachers must include 48 semester hours in general education courses, 30 semester hours in the major area of specialization, and at least 18 semester hours in professional education courses. In addition, students are required to take "Observation" and do student teaching through the center for Professional Laboratory Experiences.

Curricula

The faculty and students in the School of Education actively participated in the development of multicultural education at Norfolk State. Multicultural education is infused into the total program, with emphasis on human relations and the appreciation of the worth of each individual in a multicultural society. To achieve this goal of integrating multicultural education into the already existing program, a four-year project, funded in part by the Advanced Institutional Development Program (AIDP), was initiated in 1975. It was staffed with a core faculty consisting

of a coordinator from the Elementary Education Department, a media specialist, and one faculty representative from each department in the Teacher Education Division. Following a needs assessment, this project identified and focused on five broad objectives. The one most directly related to curricula stated:

During the first year of the AIDP Multicultural Program all of the core professional courses in elementary, secondary, and special education will be revised to reflect a multicultural emphasis in human interactions, in order to effectively prepare our prospective teachers to work successfully in a diverse society.

The effort to revise all the core professional courses in those areas led to the identification of six competencies for use in core professional courses. These include:

1. Demonstrate knowledge of the role of a value system and ability to analyze and evaluate its influence on behavior.
2. Demonstrate knowledge of the philosophy of various cultures and exhibit through observable personal behavior an interest in expanding one's knowledge.
3. Use relevant information and materials characteristic of both traditional and contemporary life styles of various cultures for developing curriculum content.
4. Understand different patterns of human growth and development within and between cultures within the United States.
5. Recognize potential cultural and linguistic biases in the composition, administration and interpretation of existing assessment instruments.
6. Demonstrate the ability to provide a flexible learning environment that meets individual needs of learners from various cultural groups.

After these competencies were identified, suggested strategies to teach those competencies were developed, along with pertinent assessment criteria. Programs of instruction were then modified by the faculty to teach the necessary skills. An example of this process is the elementary education course "Teaching Social Studies In Elementary Schools" (EED 364). This course is a study of the role and materials of social programs in elementary schools. Emphasis is placed on helping prospective teachers develop the knowledge, attitudes, values, appreciations, and skills necessary for effective teaching of social studies to

elementary school children. Practical experiences with children are also provided. To ensure competency in at least one of the identified multicultural competencies, students are expected to "Demonstrate knowledge of the role of a value system and ability to analyze and evaluate its influence on behavior" (Competency #1). As a subcompetency, students in this course should also exhibit knowledge of his/her own value system. Suggested strategies for acquiring these skills include:

1. Defining values and value system.
2. Specifying components of a value system.
3. Making a list of the value one holds as important in dealing with others.
4. Creating value judgment situations--rating one's answer; and discussing the answers in light of one's value system.

The assessment criteria include the following:

1. Teacher-made tests in which the student can identify traits common to all value systems.
2. A prepared checklist to determine the comprehensiveness of one's values as related to the component.
3. Self-report.
4. An instrument of typical incidents allowing persons to rate the incidents according to one's own particular values.

This procedure of (1) defining and analyzing multicultural teacher education competencies, (2) designing the program to produce those skills, and (3) measuring the acquisition of those skills is followed in all the courses in the Teacher Education Division.

The phases and courses for the multicultural teacher education model at Norfolk State University are described on the diagram that follows. The numbers one through six refer to the six competencies for core professional courses discussed earlier.

NORFOLK STATE COLLEGE MULTICULTURAL TEACHER EDUCATION MODEL

DEFINE
MULTICULTURAL EDUCATION - TEACHER COMPETENCIES

DESIGN

IMPLEMENT

(CURRICULUM)

ASSESS
(PROSPECTIVE TEACHER)

TEACHER EDUCATION (DIVISIONS) OTHER

VALUE SYSTEMS

re: 1
EED 110 SPE 210 SPE 443
EED 323 SPE 320 SPE 311 SWK 639
EED 364 SPE 325 SPE 490 SWK 729
EED 381 SPE 330 SPE 499 UED 540
EED 486 SPE 410 SED 490 UED 626

DIVERSE PHILOSOPHIES

re: 2
EED 323 SPE 320 SPE 499 PSY 573
EED 486 SPE 330
SPE 311 SPE 410

re: 3
TRADITIONAL & CONTEMPORARY LIFE STYLES

EED 323 ECE 384 SPE 311 SOC 625
EED 484 ECE 461 SPE 410
EED 486 SPE 320 SED 386
ECE 324 SPE 330 SED 489
SED 490

re: 4
HUMAN GROWTH & DEVELOPMENT

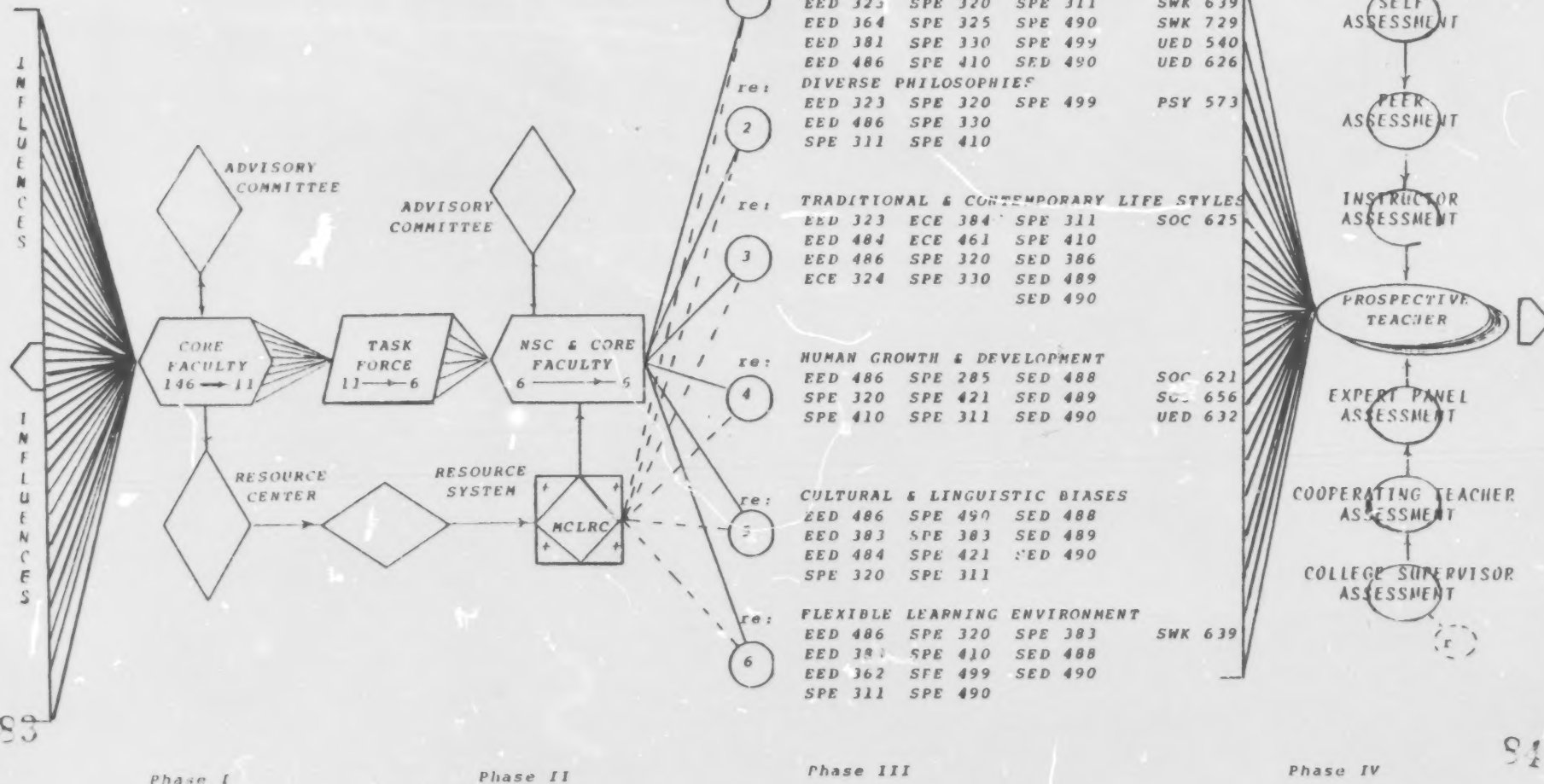
EED 486 SPE 285 SED 488 SOC 621
SPE 320 SPE 421 SED 489 SOC 656
SPE 410 SPE 311 SED 490 UED 632

re: 5
CULTURAL & LINGUISTIC BIASES

EED 486 SPE 490 SED 488
EED 383 SPE 383 SED 489
EED 484 SPE 421 SED 490
SPE 320 SPE 311

re: 6
FLEXIBLE LEARNING ENVIRONMENT

EED 486 SPE 320 SPE 383 SWK 639
EED 381 SPE 410 SED 488
EED 362 SPE 499 SED 490
SPE 311 SPE 490



Field Experiences and Practicum

The Center for Professional Laboratory Experiences at Norfolk State is administratively a part of the Division of Teacher Education. It provides observation, participation, and supervised student teaching experiences for Teacher Education majors from the departments within the university. In addition, it does extensive follow-up evaluation reports of pilot projects, research, and data gathering to improve the student teaching experiences at the university. The center's philosophy is based upon a wholistic approach to preservice and inservice preparation. It is a practical way of providing a delivery system that will insure total involvement in the production of quality education; and it is an overall strategy designed to utilize all available resources in a coordinated effort to improve public education within a culturally pluralistic society. Its major components are (1) the public school systems, (2) in-service teachers and teacher organizations, (3) community clientele, (4) teacher training institutions, and (5) the State Department of Education. This concept represents ways and means of identifying and bringing together the resources of those components to benefit all concerned. Specifically, this collaborative approach provides inservice and preservice teachers with training in a relevant educational setting, making significant changes in the ways in which teachers are trained.

Faculty

Norfolk State has a diverse multiethnic and multicultural staff. The full-time faculty numbers 400. Approximately 70 percent of the faculty are Black. The other 30% are Hispanic, white, Asian American, African, or Asian. The total number of faculty in the School of Education is 75.

There is a formal, written evaluation of teachers by their students each semester. These are used in conferences between individual faculty members and the vice-president for academic affairs as an important tool to evaluate teacher effectiveness. Graduates of the teacher education program are actively encouraged to return to the school for an annual conference, which highlights program strengths and analyzes areas where improvement is needed.

The faculty members of the School of Education are actively involved in multicultural research, training, and service. Since this school's work is primarily community-based, the faculty maintains close working relationships with the local communities. This is done by the following means:

1. Joint participation on the schools' multicultural advisory committee.
2. Membership in local civic and ethnic organizations.
3. Projects such as Teacher Corps.
4. Cosponsoring, organizing, and participating in seminars and conferences.
5. Use of faculty expertise and the school as a community resource to improve the quality of life for the citizens of Tidewater. The administration encourages the faculty to be involved in these activities.

An important adjunct to these activities is research related to multicultural education. One faculty member from the Elementary Education Department recently completed a project for Teacher Corps on strategies for eliminating racism, sexism, and ageism from elementary classrooms. Another faculty member completed chapters for two books dealing with perspectives of multicultural education in a post-Bakke era. She is also engaged in research to determine the effect of multicultural activities on teacher performance. Another faculty member in this department has served as a national consultant and a member of AACTE's Commission on Multicultural Education. Research data from a comparative study of West African and Afro American child rearing practices was the basis of two multicultural seminar presentations for faculty and student at Norfolk State. A professor of physics at the college has published a research paper titled "The Synergism of Technology and CBTE In A Multicultural Society". A faculty member from the Special Education Department is a member of the President's Commission on Mental Health and is currently developing a teaching module "Problems of Handicapped Minorities." It will be used to assist in improving the skills of prospective teachers in this area. She has also written extensively on handicapped minorities and cross-cultural education. Another faculty member in this same department has presented papers on "Teacher Preparation for Multicultural Classrooms," and she participates in national and regional seminars on multicultural education.

Students

The total student population (graduate and undergraduate) is 7,228. Eighty-eight to 90 percent of the undergraduates are Black. In the graduate school 60% are Black and 40% are white. The university has an open-door admissions policy, accepting students with a wide variety of backgrounds and providing selective curricula to meet individual needs and aspirations. Figures from the 1976 report issued by the Office of Civil Rights show the following percentages of undergraduate and graduate students from various ethnic backgrounds at the university:

<u>Undergraduate Students</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
White Americans	3.6%	2.4%	2.9%
Black Americans	94.6	96.9	95.9
Hispanic Americans	.2	.4	.3
Asian Americans	.1	.1	.1
American Indians/Eskimos	.0	.1	.0
Nonresident Alien	1.4	.2	.7
<u>Graduate Students</u>			
White Americans	36.9%	27.9%	30.5%
Black Americans	61.9	71.6	68.8
Hispanic Americans	.0	.0	.0
Asian American	.0	.0	.0
American Indians/Eskimos	.0	.0	.0
Nonresident Alien	1.2	.5	.7

A major impetus for multicultural education at Norfolk State came from students. They saw and experienced the need for skills to deal with students from different cultures, ethnic groups, and social classes; and articulated the need for more in-depth, practical, intern teaching experiences.

Students are expected to be active participants in the educational process at Norfolk State. They served as members of the multicultural advisory committee that developed the schools' philosophy on multiculturalism. They also took part in the curriculum revision process and contributed to all multicultural seminars and conferences. Two of the professional student organizations have included multicultural education in their annual agenda of activities.

Teacher education students at Norfolk State are assigned to local public schools--largely urban--for experience. Students expressed great satisfaction with the multicultural perspective of their training at the university. They felt confident that

on-campus classroom training, plus student teaching experiences in varied types of schools, had prepared them to be effective teachers in any setting. They were especially pleased with the Multicultural Learning Resource Center. They felt that these materials are especially applicable to their program needs and conveniently located within the Division of Teacher Education. Materials prepared by the media specialist in charge of the Learning Resource Center are functional, less expensive than commercially prepared items, and can be easily duplicated by any classroom teacher after a brief explanation. As the variety of materials in the center increases and students become more aware of the services, the number of students who use it also increases. More and more students from areas other than teacher education are also beginning to use the center.

THE FUTURE OF MULTICULTURAL EDUCATION

Multicultural Education has developed from a philosophical statement to concrete programs at Norfolk State University. Administrative support, faculty encouragement, and student enthusiasm helped; but careful planning, clear objectives, and continuous evaluation made it possible. Norfolk State is committed to a broader application of multicultural concepts in all its programs. An Interdisciplinary Task Force formed in the 1979-80 academic year is developing guidelines for this objective. Meanwhile, a Multidisciplinary Multicultural Center is planned to facilitate ways of monitoring more closely the development of teachers, as well as other professionals, for a multicultural classroom in a culturally diverse society. Protocol learning materials specifically designed for Norfolk State University, but which may be used at other institutions with similar objectives, are also being developed. Norfolk State University's record of community concern and involvement and its commitment to service indicate a bright future for multicultural education.

Chapter 7

INDIAN EDUCATION An Approach to Multicultural Education at Northeastern Oklahoma State University

SIZE: 5,700

CONTROL: State

HIGHEST DEGREE OFFERED: Master's

1979-80 UNDERGRADUATE TUITION: \$412 (State resident)

CALENDAR SYSTEM: Semester

ADDRESS: Tahlequah, Oklahoma 74464

CONTACT: James T. Sego, Vice President for Academic Affairs

Northeastern State University had its beginning in 1846 when the Cherokee National Council authorized establishment of the National Male Seminary and the National Female Seminary. The idea of public and higher education for the Cherokees was advocated and provided for by the Treaty of 1835 between the United States and the Cherokee Nation. Erection of the buildings for the two seminaries began in 1847. The Cherokee National Male Seminary opened on May 6, 1851, and the Cherokee National Female Seminary opened on the following day. With the exception of an interim period just before and following the Civil War, these institutions were in operation until 1909. At that time the State Legislature purchased the property, buildings and equipment from the Cherokee Tribal Government and created the Northeastern State Normal School. In 1974 the name of the institution was changed to Northeastern Oklahoma State University.

Northeastern State University is located in northeastern Oklahoma at Tahlequah, a city of 12,000. It is an economically deprived area of small rural communities. Nearby are several larger urban areas with significant numbers of ethnic minorities. Culturally, it is a part of the Ozark Mountain region. The surrounding area has three main cultures: American Indian (7-10%), white (80%), and Black (7-10%). The American Indian population is primarily Cherokee, but Seminoles, Creeks and a few other tribes also live in the area. The city has a rich historical heritage as the national capital of the Cherokee Nation, and it symbolizes the end of a long trail of despair and hardship suffered in 1839.

THE UNIVERSITY

Northeastern State University is organized into three colleges containing a total of eight divisions and a Continuing Education and Public Service Office. The university now offers 61 programs leading to the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Arts in Education, Bachelor of Science in Education, Master of Education, Master of Business Administration with an option in tribal management, and three Master of Science degree programs in counseling-psychology, criminal justice, and industrial technology.

Commitment to Multicultural Education

The university has developed an affirmative action plan to provide equal opportunity and carry out activities and programs that improve educational equity. In accordance with this policy, continuing efforts are being made to recruit a faculty and student body that reflect the ethnic and cultural make-up of the area. The school has created 18 physical education scholarships for women in response to a Title IX study. Sensitivity to the special concerns and needs of some minority group students has led to the establishment of several innovative programs. The aim of these programs is to help students successfully complete their university studies while participating in a full range of nonacademic activities. A Counseling and Testing Center provides tutorial assistance and guidance to any student. Many Black and Indian students have been assisted through this office, where counselors from these ethnic groups are employed by the university.

Northeastern State University is working to make its programs more multicultural and more adaptive to the social and economic needs of the region. The Indian Studies program is one indication of this. Another is community-based activities in which preservice teachers work with children from a variety of backgrounds. Assistance to local schools, improving their programs and serving as a community resource, is another indication of the commitment to multiculturalism at Northeastern State University.

Special Programs Related to Multicultural Education

Ethnic Studies

Northeastern has an interdisciplinary Ethnic Studies minor in Afro American or Native American Studies. Courses are offered in the English, History, Sociology, and Political Science areas. There are also courses in the Cherokee language for an Indian Studies minor.

A new degree program, the Bachelor of Arts with a major in Indian Studies, is now offered at Northeastern. There are 24 hours of required courses:

1. English (Introduction to Folklore, Indian Folklore and American Indian Writers)
2. Speech (American Indian Rhetoric)
3. Sociology (Archaeology of North America, Ethnology of the American Indian)
4. Political Science (Politics and the American Indian)
5. History (History of the American Indian).

Twelve hours of electives may be selected from other courses in those areas or additional ones, such as Native American Crafts and/or Cherokee Language.

Education Professionals for Indian Children

Education Professionals for Indian Children (EPIC) is a cooperative project conducted by the Cherokee Nation and Northeastern State University. At the present time it is funded by the Office of Indian Education. Administratively, EPIC is a function of the Division of Education and Psychology. It has three separate programs within the project: (1) the Indian Pre-Intern Teaching Program, (2) The Indian Intern Teacher Training Program, and (3) an Indian graduate program in counseling/administration.

The Pre-Intern Teaching Program is for nondegreed Indian students majoring in education or degreed Indian students entering for the first time in the teacher preparation program at Northeastern. The purpose of the Pre-Intern Teaching Program is

to provide preliminary training in Indian education for Indian students who plan to teach. In addition to continuing academic work in general education and their elected major field, participants are provided the following experiences to enhance their skills in Indian education: (1) field experience in an Indian dominant public or BIA school, consisting of pre-intern teaching one day each week for 16 weeks (four credit hours are awarded upon successful completion of this activity); (2) seminars devoted to topics appropriate to Indian education, such as Indian history, culture, and career opportunities.

The Indian Intern Teacher Training Program is the second phase of this program. Advanced training to Northeastern Indian students preparing for careers in Indian education is provided through a 16-week teaching internship in classrooms with predominant Indian enrollment. In this phase the training is primarily field based, supplemented with seminars relative to Indian education. Participants in the program receive the following:

1. Sixteen weeks intern teaching in a school that has an Indian enrollment of at least 50%.
2. Ten seminars each semester devoted to Indian history and culture, working with Indian parents and communities, counseling, career education, curriculum development, classroom management, evaluation techniques, diagnosing learning difficulties, etc.
3. Field trip to the National Indian Education Association convention.
4. Attendance at the American Indian National Symposium conducted annually on the university campus.

Participants receive stipends to help them pay transportation expenses to school sites where they intern teach.

The graduate level is the third phase of the program. The Counselor-Administrator Program trains 10 Indian graduate students in the educational areas of school counseling and administration. This includes specific knowledge and skills necessary for working with Indian students and Indian educational programs. The training provided in this program is a combination of academic classroom work, seminars, and field practicum experiences in area public and BIA schools. Academic work consists of a 41-credit hour program in counseling and administration. Eight seminars each semester are devoted to translating knowledge gained in the classroom to specific skills in counseling Indian students and administering Indian educational programs. During the fall semester of the training

year, students do a one-day-per-week field practicum in area schools with predominant Indian enrollments. This is expanded to two days a week during the spring semester. Attendance at the American Indian National Symposium on the University campus is a required part of each of the three phases of the EPIC program.

Graduate students also receive a stipend allowance for this program. Program guidelines require full-time attendance, with minimum enrollments of 16 credit hours during fall and spring semesters, nine hours during the summer term. An eight-member advisory board oversees and provides general direction to the staff members and reviews program operation and budgeting procedures during the year. Represented on the board are the Cherokee tribe, BIA and public schools, student participants, and Northeastern State University personnel.

Between the 1974 and 1978 spring semesters, 177 students have graduated from this program. Most are employed in schools or education-related positions. Forty-eight work in elementary education, 52 in secondary education, 19 in tribal work, 13 in school counseling, three in social work, four as secretaries, four as housewives, two as librarians, two as management specialists, and one each as hardware manager assistant, truancy officer, junior college teacher, loan specialist, child development specialist, assistant principal, substitute teacher, theological student, administrative assistant, teacher's aide, and metals engineer. Ten others were either unemployed or not located.

Health Careers

The university has received funding through the National Institute of Health to carry out two special programs designed to encourage and give assistance to ethnic minorities in health career programs. The Minority Biomedical Support Program has been in operation for a five-year period and has been renewed for three additional years. The Minority Access to Research Careers Program is funded for a three-year period.

RESPONSES TO MULTICULTURAL EDUCATION IN THE TEACHER EDUCATION PROGRAM

The following describes the multicultural education aspects of teacher education programs at Northeastern State University in

categories used in NCATE's Standards for the Accreditation of Teacher Education--governance curriculum, faculty, and students.

Governance

University funds support multicultural education except for Indian education programs such as EPIC, which is funded by the Office of Indian Education (U.S. Office of Education) and counseling services supported with funds from the Bureau of Indian Affairs. Other special programs to train minorities and women in the health field are also supported by federal funds.

Curricula

Northeastern State University considers an educational program to be one that leads to a certificate or degree. Presently the university offers four kinds of bachelor's degrees: the Bachelor of Science, the Bachelor of Arts, the Bachelor of Science in Education, and the Bachelor of Arts in Education. At the graduate level there are six programs: the Master's in Business Administration with an option in tribal management, the Master of Education, and three new programs beginning in the fall of 1979--a Master's in Criminal Justice, Industrial Technology, and Counseling-Psychology. The MBA in tribal management is funded by the Bureau of Indian Affairs' Office of Self-Determination. It is designed to train professional staff for Indian tribal governments and to give technical assistance and training to Indian tribes throughout the nation. In addition to the formal degree programs, the school has a certificate program designed to offer specialized education for (a) those who do not seek a college degree, or (b) where a baccalaureate degree is not required. Following are some of the certificate programs: Accounting and General Business (40 credit hours), Building and Construction technology (60 credit hours), Touristry Service technology (60 credit hours), and Police Science (60 credit hours). These programs are built within the framework of existing baccalaureate degrees. Northeastern State University has also developed several interdisciplinary programs. This design provides an innovative and flexible approach to existing and future programs. Two such programs are the Bachelor of Arts program in Indian Studies and the Bachelor of Science program in Touristry Management.

Faculty

There are 200 full-time equivalent faculty members and 86 part-time faculty members at Northeastern State University. Fourteen are minority members--eight Native Americans and six Blacks. All 14 are in tenure track positions. American Indians and Blacks are also employed in the Counseling and Testing Center, where they can assist minority students. The university administration and faculty maintain close working relationships with the local community. The faculty is involved in projects that directly benefit the local area through university programs such as the Bachelor of Science in Touristry Management. The Bachelor of Arts Degree in Indian Studies, the new MBA in Tribal Management, and EPIC were developed in response to needs expressed by the local American Indian population and leadership. These are all examples of the close liaison the school and its faculty maintain with the community.

Students

In the fall of 1977 there were 4,660 undergraduate students at Northeastern State University. Graduate (master's level) and postgraduate students numbered 1,046. Most students are from within a 100-mile radius of the school, and approximately 80% of them receive some type of financial aid through national or state grants and loans, Bureau of Indian Affairs assistance, or university scholarships. The student body reflects the regional community make-up. The 1976 report from the Office of Civil Rights shows the following percentages of undergraduate and graduate students from various ethnic backgrounds at the university:

<u>Undergraduate Students</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
White Americans	75.9%	75.2%	74.0%
Black Americans	7.1	9.2	8.1
Hispanic Americans	.4	.2	.3
Asian Americans	.2	.3	.2
American Indians/Eskimos	15.5	17.9	16.7
Nonresident Aliens	.9	.3	.6

Graduate Students

White Americans	83.6%	79.8%	81.4%
Black Americans	6.4	10.5	8.8
Hispanic Americans	.3	.2	.2
Asian Americans	.0	.0	.0
American Indians/Eskimos	7.7	9.3	8.7
Nonresident Aliens	2.1	.2	1.0

Students have opportunities to become involved in university activities at Northeastern. An eight member advisory board, including two student members, oversees the Educational Professionals for Indian Children (EPIC) Program. Students also sit on committees that help chart the future course of the university by reviewing goals, plans, and changes. The Afro American Student Union, the Native American Student Association, and the Foreign Students Association were organized to assist their members in adjusting to campus life. These organizations promote better understanding between their members and the students of the university as well as further cultural and educational purposes.

The university has also developed a special program for freshmen needing developmental work to succeed in college. The program was instituted as the Human Development Program, and the Office of University Relations (New Student Advisement) is responsible for the identification of new nontraditional students and explaining of the program to them. The new student in the program has been characterized as a low achieving individual who has experienced little if any success in previous educational endeavors. The nontraditional student does not have a commitment to education as a life goal. The program is designed for any student who needs special attention during the first semester. It helps a student develop basic skills necessary for success in college; it utilizes elective and required classes within the divisions with full college credit; it is a full schedule of classes for one semester; and it is individualized self-paced instruction. Certain sections of Political Science 1113, Business Administration 2112, English 1003, History 1493, and Math 1113 have been designated as Human Development courses, with enrollment limited to nontraditional students. Attempts have been made to keep the class sections small (usually a maximum of 20 students) in order to provide a more personalized interaction between instructor and student.

In the scheduling of these classes, enrollment is kept to the minimum number of hours for a student to be considered a full-time student. Participation in the program is voluntary for both instructors and students. A total of 59 students have participated in the program, achieving a mean GPA of 2.314. The

attrition rate was 22.5% compared with 24% for the total university. Additional research is being conducted to determine the attrition rate of a comparable group that participated in the traditional college program.

THE FUTURE OF MULTICULTURAL EDUCATION

Most of the multicultural education programs at the university are in ethnic studies or Indian education. The number of students enrolled in these classes is not large, relative to the total university population. However, some multicultural concepts (pluralism, sexism, cultural diversity, etc.) are studied in courses that reach a wider number of students. The trend at Northeastern State University is toward designing learning experiences based on multicultural concepts and incorporating these into specific units in undergraduate and graduate courses.

Chapter 8

THE PROFESSIONAL INTRODUCTION PROGRAM: An Approach to Multicultural Education at The Ohio State University

SIZE: 49,982

CONTROL: State, Land Grant

HIGHEST DEGREE OFFERED: Doctorate

1979-80 UNDERGRADUATE TUITION & FEES: \$975 (State resident)

CALENDAR SYSTEM: Quarter

ADDRESS: Columbus, Ohio 43210

CONTACT: Richard Callahan, Philip Lesser, Roy Tamashiro,
or Susan Sears, College of Education

Ohio State University is a comprehensive university in the state of Ohio. With the central campus in Columbus, four regional campuses, the Agricultural Technical Institute, educational telecommunications programs, cooperative extension service, and health care programs, the institution serves the entire state. For this study, only the central campus in Columbus was visited.

Columbus, the state capital, has a population of 540,000. It is multiethnic with Blacks making up the largest minority population. The number of persons migrating to the city from Appalachian areas is increasing. Although this group is not considered to be of a minority nature, it does bring to the schools cultural backgrounds and experiences that are often foreign to administrators and teachers. The small percentage of Hispanics in the area is expected to increase over the next few years.

THE UNIVERSITY

Ohio State is one of the largest institutions in the country. The institution includes 17 different colleges plus the Graduate School, at least nine other schools, and numerous departments and centers within its instructional units. These include:

1. College of Administrative Science; School of Public Administration
2. College of Agriculture and Home Economics; School of Home Economics; School of Natural Resources; Agricultural Technical Institute
3. College of Arts and Sciences; School of Music
4. College of Biological Sciences
5. College of Humanities
6. College of Mathematical and Physical Sciences
7. College of Social and Behavioral Sciences; School of Journalism
8. College of Dentistry
9. College of Education; School of Health, Physical Education and Recreation
10. College of Engineering; School of Architecture
11. Graduate School
12. College of Law
13. College of Medicine; School of Allied Medical Professions; School of Nursing
14. College of Optometry
15. College of Pharmacy
16. College of Social Work
17. University College
18. College of Veterinary Medicine

Commitment to Multicultural Education

Over the past fifteen years, the university has developed several innovative programs to prepare teachers and administrators to work better in multicultural situations, especially in urban schools. These programs were usually

designed for inservice and graduate levels. Often they were funded in full or in part by noninstitutional sources. Most of the programs were not institutionalized in the teacher education curricula, and now either do not exist or have small enrollments. Participants in programs like those on urban education and urban experiences generally felt that these provided some of the most meaningful experiences and information of any program they had attended. But, the expense of such programs seems to have made them financially prohibitive to continue.

The most recent development program, "Professional Introduction to Education," is an exception. It was developed and field-tested over the last three years, with the support of a state grant for redesigning the teacher education program; and it is now a requirement for all undergraduate teacher education students. Because this core program incorporates introductory educational psychology and foundations courses, which are required for all education majors, institutional funds covering those costs can be used to support the program.

can be observed in the recruitment of minority students to graduate programs in education. Currently, minority students are recruited from all over the country for graduate programs.

Special Programs Related to Multicultural Education

Courses in ethnic studies are offered through the College of Humanities. Education students could expand their knowledge about various ethnic and cultural groups in the United States through these course offerings. This college has a Department of Black Studies and a Center for Jewish Studies. In addition, Ohio State has a Women's Studies Program.

Within the School of Education an Urban Education Program offers courses to students, but the enrollment in the program is now very small. This program is under review and courses are being upgraded to meet more effectively current urban education needs.

A Teacher Corps Program, after completing its planning year grant, entered its first year of operation in the fall of 1979. This is a cooperative program between the university and Southwestern City School District in Franklin County. The project includes four elementary, one junior high, and one high school in the school district. The schools in the district include few minority students, but there is an Appalachian

population of approximately 40%. The Teacher Corps program will involve a number of faculty from the College of Education for inservice programs with these six schools. This will include skills for incorporating multicultural concepts in classroom instruction and school policies as well as more effectively using the community to enhance the effectiveness of the schools.

RELATED REQUIREMENTS BY THE OHIO TEACHER EDUCATION AND CERTIFICATION DIVISION

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(b) practical experience starting in the freshman or sophomore year, (c) close working relationships with schools, (d) broadly representative committees advising on curriculum design and evaluation, (e) follow-up of graduates to obtain data for attaining further progress in teacher education, (f) faculty with successful elementary or secondary teaching experience, and (g) funding and staffing at a level comparable to other professions.

Two sections of the new standards relate directly to multicultural education issues. These are found in Standard EDb-303-02 Curriculum:

- B. The teacher education curriculum shall adequately reflect identified and significant academic and social concerns which would include:
 - 2. Human relations related to both teaching in a culturally pluralistic society and working effectively with students regardless of race, political affiliation, religion, age, sex, socioeconomic status, or exceptionality not requiring a full-time specialized educational environment.
- D. Field-based experiences shall be completed in a variety of urban and suburban or rural settings.

As a part of Ohio State's redesign plan, the core curriculum for sophomore education majors, "Professional Introduction," was designed especially to meet the two multicultural requirements. The program was field-tested for two years, with approximately 160 students participating in this experimental phase, before it was approved as a college-wide requirement involving a two-quarter, 12-credit-hour experience.

RESPONSES TO MULTICULTURAL EDUCATION IN THE TEACHER EDUCATION PROGRAM

The following describes the multicultural education aspects of teacher education programs at Ohio State University in categories used in NCATE'S Standards for the Accreditation of Teacher Education—governance, curriculum, faculty, and students.

Governance

The College of Education includes ten Academic Faculties and the School of Health, Physical Education, and Recreation. The ten Academic Faculties include (1) The Arts in Education, (2) Early and Middle Childhood Education, (3) Educational Administration, (4) Educational Foundations and Research, (5) Exceptional Children, (6) Humanities Education, (7) Industrial Technology, (8) Science and Mathematics Education, (9) Special Services, and (10) Vocational-Technical Education.

The college has identified four major educational tasks for itself. These are designed to do the following:

1. Prepare personnel for professional teaching and leadership positions in a variety of educational institutions.
2. Contribute to the understanding of education as a body of knowledge.
3. Contribute to the development of institutional organizations, arrangements, and service systems to facilitate teaching and learning.
4. Provide leadership in effecting planned change in public schools and other educational institutions.

The degrees offered by the college include the Bachelors, Masters of Arts, Doctor of Philosophy, and Certificate Specialist in Educational Administration. The college has 23 different programs that can lead to state certification.

Curricula for Preservice Education

Students majoring in education must complete the university's requirement of 45 credit hours in basic education (general studies). This includes 15 hours in the humanities, 15 hours in social sciences, and 15 hours in the natural sciences. A number of courses related to multicultural education offered in anthropology, sociology, psychology, economics, ethnic studies, and women's studies could provide students with a background in aspects of multicultural education while meeting the general studies requirements.

Students seeking admission to the College of Education must present evidence of experience in working with people--preferably at the age level that they wish to teach later. Students can gain this experience through the Freshman Early Experience Program offered by the College of Education. In this program, students have the opportunity to work as teacher aides, tutors, or social agency aides and to explore in seminar and discussion groups the appropriateness of a career in education. This course is usually taken during the freshman year.

Professional Studies

Several courses related to multicultural education are offered at the preservice level. These include:

1. Experiencing the Urban Community
2. Black Perspectives in Urban Education
3. Cultural Factors Affecting Teachers in Urban Schools
4. Introduction to Urban Education.

Professional Introduction to Teaching. A major emphasis on multicultural education occurs in the two-quarter, 12-credit-hour required sequence called "Professional Introduction to Education." This program has been developed over the past two years and replaces a series of introductory courses in education, including psychology, foundations, and educational methodology.

Students are involved with the program five days a week. During a typical week, students participate in lecture discussion presentations, field experiences, and clinical or lab experiences. Two major areas of study are emphasized in the two quarters: (1) human growth and development, which views the life cycle from birth through adulthood; and (2) teaching processes, which introduce students to the planning, implementation, and evaluation of teaching strategies.

The required field experience is approximately 20 hours each quarter and includes observations and practice teaching at an assigned school in the area. During the Professional Introduction Program students are assigned to both elementary and junior high/middle schools. These schools include both public and parochial schools located in urban, suburban, and rural areas in the Columbus area. As a culminating field experience, the student teaches in a classroom for a one week period. All field experiences are supervised by experienced teachers and members of the Ohio State staff. The field experiences are coordinated by faculty and graduate teaching assistants, assigned to each school in which students do their field experiences. Immediately after each field experience, students are debriefed.

The clinical experiences average one day per week for both quarters, and include peer teaching, micro teaching, role playing, simulations, and human relations training. Students meet in a human relations lab in groups of approximately 20 students. Faculty and graduate teaching assistants serve as facilitators for these human relations laboratories. The labs are designed to provide students with the opportunity to examine and acquire knowledge, skills, attitudes, and values in five areas: helping relationships, stereotypes, conflict resolution skills, group process skills, and intrapersonal communication skills.

The Professional Introduction Program gives an overview of the stages of human growth and development (infancy through early adulthood), an introduction to general instructional methods, and a human relations sequence involving interpersonal communications skills as well as skills for establishing a "helping relationship." Topics are selected on the basis of their desirability for all teachers, whether elementary or secondary, physical education or mathematics, urban, suburban or rural. Several topics are included:

1. Skills of objective observation and interpretation of children's behavior. Note taking and record keeping formats, with emphasis on distinguishing between behaviors, assumptions, and interpretations.

2. Educational philosophies about the nature of the human mind, about how growth and development occur, about instructional styles and strategies, and about beliefs and techniques of discipline.
3. Five specific strands of development are examined more thoroughly: language development (including reading), social-interpersonal development, cognitive development, emotional-self concept development, and ethical reasoning development. In each of these areas, students develop informal strategies for assessing children and practice making elementary instructional inferences from their diagnoses.
4. A mini-lesson taught to a classroom of elementary school students is a synthesizing field experience.

Additional topics during the program include: classroom management, hidden curriculum, adolescent development, secondary school issues, assessment of learning, special education, school as organization, cultural pluralism, race and class, sexism and racism, stereotyping, school and society, and career development. The topics related to multicultural education in PI include the following instructional activities:

Classwork:

1. Lecture and discussion regarding issues relevant to cultural differences, drawn from diverse disciplines (Human Development, Ethnic Studies, and Human Relations).
2. Presentations and discussions with community members and professionals.
3. Evaluation of personal values towards educational and cultural differences.

Laboratory:

1. Role-playing representatives of differing racial, ethnic, social, and sex groups.
2. Videotaping student-led discussions of multicultural issues for review and skill demonstration.
3. Demonstrating behaviors of accepting and valuing different beliefs.

Field:

1. Interviewing pupils and teachers in a variety of ethnic, social, racial, and cultural settings regarding beliefs about school, family, and self.
2. Designing, implementing, and being evaluated on instruction in a multicultural school setting.

Again, students meet in lecture sessions and participate in clinical and field experiences during these experiences.

Curricula for Advanced Programs

Generally there does not appear to be an emphasis on multicultural education at the graduate level. There are several courses listed in the catalog, however, that are related to multicultural topics. These include:

1. Cultural Factors Affecting Teachers in Urban Schools
2. Studies in TESOL and Bilingual Education
3. Early Childhood Education Multicultural Influences
4. Introduction to Urban Education
5. Dynamics of Educational Leadership in Urban Areas
6. Models of Urban Education.

The graduate faculty members at Ohio State are actively involved in educational research; and many of the research projects are related to various aspects of multicultural education. Some graduate students are also likely do research on related topics.

Faculty

The College of Education lists in its catalog over 300 faculty members. The ethnic breakdown of the faculty was not available, but it is a predominantly white male faculty. Graduate teaching assistants are more likely to be minority than the general faculty.

Faculty members have the opportunity to participate in an exchange program with Southern Black institutions for one quarter. This allows some faculty to gain direct experiences with a minority population.

The six faculty members coordinating, teaching, and evaluating the PI program during the experimental year represented three different academic faculties and the School of Health, Physical Education, and Recreation. This interdisciplinary team made it possible to integrate topics and experiences from psychology, foundations, counseling, human relations, evaluation, and urban studies into a core program. These faculty and most graduate teaching assistants working in the program have had experience as public school teachers.

Students

According to the 1976 figures from the Office of Civil Rights, Ohio State has 38,408 undergraduate students and 8,807 graduate students at the Columbus campus. The percentages of students from different ethnic backgrounds are indicated below:

<u>Undergraduate Students</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
White American	93.1%	90.7%	92.1%
Black American	4.9	8.0	6.3
Hispanic American	.3	.3	.3
Asian American	.6	.5	.5
American Indian/Eskimo	.1	.2	.1
Nonresident Alien	5.0	1.4	5.0
<u>Graduate Students</u>			
White American	83.5%	86.4%	84.7%
Black American	3.3	7.7	5.1
Hispanic American	.3	.5	.4
Asian American	.4	.6	.5
American Indian/Eskimo	.1	.2	.1
Nonresident Alien	12.4	4.6	9.2

There are approximately 2,000 students in undergraduate education at the junior and senior level at Ohio State. Approximately a third of these students are male. More minority students are enrolled in education than in some other colleges at the university.

The institution has an Office of Minority Affairs, which includes Black Studies and Hispanic Studies programs. The Curricular Area Program is designed to provide skill building, both academic and social, for new students.

FUTURE OF MULTICULTURAL EDUCATION

With the development of the Profession Introduction to Teaching Program for sophomores, all education majors will be exposed to information and skills for multicultural education. Since this program will be expanding from an experimental course that involved 160 students per year to one required for 1,000 students, additional faculty will have to be prepared in this area. Faculty development activities may be designed to prepare faculty and graduate teaching assistants.

Chapter 9

A GRADUATE PROGRAM IN LANGUAGE EDUCATION An Approach to Multicultural Education at Rutgers The State University of New Jersey New Brunswick Campus

SIZE: 46,000

CONTROL: State, Land Grant

1979-80 UNDERGRADUATE TUITION AND FEES: \$996 (State resident)

CALENDAR SYSTEM: Semester

ADDRESS: Graduate School of Education, Rutgers University,
New Brunswick, NJ 08903

CONTACT: Eliane C. Condon, Director of the Institute for
Intercultural Relations and Ethnic Studies

Rutgers University received its original charter from King George III of Great Britain in 1766, in response to a petition of the Dutch settlers of New York and New Jersey. In 1825 the name was changed from Queen's College to Rutgers College, in honor of Colonel Henry Rutgers. In 1864 the New Jersey Legislature chose the Rutgers Scientific School to be the land-grant college of New Jersey. The Legislature granted the additional title of "The State University of New Jersey" in 1917.

THE UNIVERSITY

Rutgers University encompasses 23 undergraduate and graduate colleges, 27 research/resource centers, and six campuses. As might be expected, the university offers a wide range of courses, services, and degrees, including the bachelor's, master's, education specialist and doctorate.

The School of Education was organized in 1923 to "bring together the forces within the university which contributes to the education of personnel in professional education and to scholarship in the field of education." (1978-80 Bulletin, p. 12) The Graduate School of Education developed out of this original organization, and was officially designated in 1960. The Graduate School of Education (GSE) has as its purposes the "scholarly, scientific, and professional study of education, its problems, structures, and processes--both actual and possible--and the education of students in such study."

The GSE is divided into six areas of study, roughly conforming to conventional departments. Students can attain either master's, specialist or doctorate degrees in education. Although much of the content and substance of multicultural education is discussed throughout many of the courses offered in the GSE, formal training occurs within the science and humanities area and the Institute for Intercultural Relations and Ethnic Studies (IRES).

Commitment to Multicultural Education

Nearly every municipality and community within the state of New Jersey can be included as part of Rutgers' service area. There are many ethnic, racial, and cultural groups; English is not the native language of some. Much of this ethnic minority population lives in the urban areas of Newark and Camden, cities that border New York and Philadelphia respectively. Rutgers has established urban campuses in Newark and Camden, providing direct access to this minority constituency.

Traditionally Rutgers has attempted to address the educational needs of the groups described above through its myriad activities, services, and programs. Approximately ten years ago the GSE made concerted effort to formalize this process when it incorporated a language and culture section within its science and humanities area. The school employed a tenure-track professor in the field of language and culture to coordinate efforts with those of the language arts section. Collectively, they became involved in the training of educators functioning within multilingual/multicultural settings. As time passed and the multicultural constituency of the university increased, two more professors were added to the permanent staff, bringing the total to three. The institutional decision to include formal training for multicultural education within permanent university offerings is an example of the university commitment to multicultural education.

Special Programs in Multicultural/Multilingual Education

In addition to institutionalizing a program designed specifically to address the educational needs of minority, non-native, English-speaking students, Rutgers searched for additional funding sources for such activities. In 1972 the university initiated the Intercultural Relations and Ethnic Studies Institute (IRES) as an affiliate of the Graduate School

of Education. In the ensuing seven years IRES has devoted its attention toward the improvement of intergroup relations and the equalization of opportunities for all ethnic and language groups. The institute carries out research and development activities in multicultural and multilingual education through several concurrent programs financed by various funding agencies. IRES programs coordinate the efforts and resources of other institutions that share common and similar concerns with IRES.

For the past seven years IRES has offered postgraduate research opportunities as well as graduate degrees and inservice and preservice training programs for educators and other professionals in the field of intercultural relations, bilingual/bicultural education, and ethnic heritage studies. More recently IRES has included in its scope other human service areas--cultural awareness at the verbal and nonverbal levels in social service institutions and in the delivery of health care. The institute's research and training programs are generated from the following basic assumption:

An awareness of cultural differences and sensitivity to potential sources of cultural interference or conflict will lessen the professional's own problems with misinterpretation and miscommunication, will aid him/her in allaying consumer hostility, fear and suspicion, and will ultimately maximize the benefits of professional services to the consumer.

IRES believes that its multiple funding arrangements have provided the stability necessary for assuring continuity of programs from year to year through the retention of skilled faculty members. In this manner IRES has developed comprehensive training programs, carried out long-range research, and provided field resources. Workshops and seminars are arranged to offer participants working with groups that vary in age, ethnic backgrounds, and academic levels an opportunity to gain a longitudinal view of cross-cultural problems and a broader understanding of the common and special concerns of all groups.

The IRES staff of approximately 15, is multiethnic and multilingual. The director is one of the tenure-track professors in the language and culture section of the science and humanities area. Other IRES personnel have experience in the fields of research and evaluation, curriculum development, professional personnel training, technical assistance, dissemination, multimedia, and library services. Together, this team has combined to produce a range of instructional, informational, and reference materials in multicultural/multilingual education, English as a Second Language, Ethnic Studies, and Cross-Cultural Relations. These have been made available by IRES at no cost to those interested.

IRES publishes a quarterly newsletter, MOSAIC with a circulation of approximately 1500. MOSAIC publishes articles of interest by IRES staff and other professionals in the field of multicultural education.

In addition, IRES provides a number of services and activities for both the on- and off-campus Rutgers community:

- a. A Multimedia Resource Center located in the Graduate School of Education, which houses a specialized collection of books and other media relating to intercultural relations, ethnic studies, multicultural/multilingual education, and second-language learning. The resource center participates in a foreign data bank and exchange on intercultural communication with 23 countries.
- b. Guest Lectures on topics related to cross-cultural communication, bilingualism, and second language learning. These feature educators and schools of international reputation.
- c. Biannual Conferences on cross-cultural communication attended by specialists and other practitioners, providing a forum for the exchange of information, ideas, and discussion in areas of controversy.
- d. Technical Assistance (on a consultive basis) to educational institutions and other organizations that experience and seek to resolve problems arising from cross-cultural tensions.

RESPONSES TO MULTICULTURAL EDUCATION IN THE TEACHER EDUCATION PROGRAM

The following describes the multicultural education aspects of teacher education programs at Rutgers University in categories used in NCATE's Standards for the Accreditation of Teacher Education--governance, curricula, faculty, students, and resources.

Governance

Teacher training programs at Rutgers University generally follow the "Cluster Concept" arrangement characterized by other university components. This essentially involves a separation of training responsibilities between the undergraduate or teacher education section and the graduate division, which prepares future administrators, counselors, and professors. Many teachers do not receive training in multicultural/multilingual education until they reach the graduate level. The Graduate School of Education at Rutgers University offers the master's, education specialist, and doctorate degrees. It has a faculty of approximately 60 professors and serves thousands of full- and part-time students. The GSE is divided into the following areas of study:

1. Educational Administration, Supervision, and Adult Education.
2. Educational Psychology.
3. Science and Humanities Education.
4. Social and Philosophical Foundations of Education.
5. Vocational-Technical Education.
6. Studies in Post-Secondary Education.

Each area of study has a chairperson who reports directly to the Dean of the GSE. The Multicultural/Multilingual Education Program, also called the Program in Language and Culture, is housed in the science and humanities education area. This area has 16 faculty members and serves 850 to 900 students, by far the largest section within the GSE.

Curricula

A student can obtain a master's or doctorate in multicultural/multilingual education (also referred to as language education) from Rutgers. It is presumed that those interested in pursuing degrees of specialist in education will arrange an appropriate program with her/his adviser.

Doctor of Education--Language Education

The Doctor of Education degree in language education is offered by the Department of Science and Humanitites and includes the following courses:

I. Major: Language Education (42 credits)

- A. 251:530 Foundations of Language I (3)
251:523 Language and Culture (3)

B. Six-twelve credits from the following:

- 251:508 Intercultural Communication (3)
251:520 Introduction to Second Language Education (3)
251:521 Introduction to ESL (3)
251:526 Ethnic Heritage/Cultural Studies (3)
251:530 Foundations of Language I (3)
251:531 Foundations of Language II (3)
251:532 Transformational Grammar (3)
251:534 Languages and the Computer (3)
251:620 Seminar in Language Education Research (3)
251:622 Workshop in Language Area Study (3)
251:623 Practicum in Language Education (3)

- C. Six-twelve credits from the 251 prefix courses listed in the catalog under Language Education.

- D. Related courses in the department, GSE, or Graduate School.

II. Research Courses (6 credits)

A. One course from:

- 251:534 Languages and the Computer (3)
960:531 Statistical Methods in Education (2)

- B. 251:620 Seminar in Language Education Research (3)

III. Electives (24 credits)
With adviser approval

IV. Qualifying Exam
Oral - taken as early as possible

V. Dissertation Study (24 credits)

- 250:701 Dissertation

Master of Education--Language Education

The Master of Education degree in Language Education is offered by the Department of Science and Humanities of the GSE and includes the following courses:

I. Department Major (21 credits)

- A. 251:530 Foundations of Language I (3)
251:523 Language and Culture (3)

B. Six to twelve hours to be chosen from:

- 251:508 Intercultural Communication (3)
- 251:520 Introduction to Second Language Education (3)
- 251:521 Introduction to ESL (3)
- 251:522 Bilingual/Bicultural Education (3)
- 251:530 Foundations of Language I (3)
- 251:531 Foundations of Language II (3)
- 251:532 Transformational Grammar (3)
- 251:620 Seminar in Language Education Research (3)
- 251:622 Workshop in Language Area Study (3)
- 251:623 Practicum in Language Education I (3)

II. Courses Related to Individual Program With Approval of Advisor (9 credits)

As can be seen from the above program outlines, students within the language education section of the GSE are exposed to a wide variety of topics within multicultural/multilingual education. Language and education faculty enjoy an excellent working relationship with members of the foreign language faculty as well as staff at the Institute of Intercultural Relations and Ethnic Studies. Within the Department of Science and Humanities is also included an English language arts section, primarily responsible for the training of personnel in English, reading and writing. The science and humanities department also offers majors in the following fields:

1. Creative Arts Education
2. Elementary/Early Childhood Education
3. Mathematics Education
4. Science Education
5. Social Studies Education
6. Urban Education

Evaluation of the language education program is on-going at both the summative and formative levels. Faculty and students involved in the program are evaluated by the general, internal Rutgers evaluation scheme. Students doing field-based service are supervised by local school authorities who then report to the university professor responsible for the placement.

Faculty

As mentioned above, the GSE has approximately 60 faculty members, with 16 serving in the Department of Science and Humanities Education. Of these, three are in the language education section. These three professors have backgrounds centered around linguistics, foreign language, and English as a Second Language. One of the three language education professors also serves as the IRES institute director. In addition, there are 14 staff members at IRES engaged in the tasks and service described above.

Students

Of the approximately 850 to 900 students enrolled in science and humanities education, 170 are involved in the language education program. Many of these students are receiving financial assistance to attend classes, although there has been a large increase in the number of students attending at personal expense.

According to 1976 Office of Civil Rights report, the ethnic/racial breakdown of the total student population is as follows:

<u>Undergraduate Students</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
White Americans	88.9%	84.9%	86.8%
Black Americans	6.4	10.1	8.2
Hispanic Americans	2.5	2.7	2.6
Asian Americans	1.0	1.4	1.2
American Indians/Eskimos	.1	.1	.1
Nonresident Aliens	1.4	.8	1.1

Graduate Students

White Americans	84.0%	84.2%	84.1%
Black Americans	5.0	9.1	6.9
Hispanic Americans	2.5	1.4	2.0
Asian Americans	2.5	1.4	2.3
American Indians/Eskimos	.0	.0	.0
Nonresident Aliens	6.9	2.8	4.9

Resources

The Rutgers University libraries contain over 2,000,000 volumes and microforms plus a large number of government documents, manuscripts, maps, pamphlets, and other materials; they are housed in 20 divisions in various parts of the university. Naturally, there are numerous materials available within the area of multicultural/multilingual education. In addition, the IRES maintains an excellent, up-to-date collection of materials and resources in an on-site resource center.

The Future

With over 100 students enrolled in the language education program, three tenure-track professors, and the IRES conducting myriad activities in multicultural/multilingual education, Rutgers University has clearly guaranteed the continuance of this vital discipline. The university views its service as being of the highest quality. It seeks to train future leaders within the field and disseminate their talents and abilities on a national level.

Chapter 10

INTEGRATION OF HUMAN RELATIONS COMPONENTS IN A PRESERVICE PROGRAM

An Approach to Multicultural Education at St. Olaf College

SIZE: 3,024

AFFILIATION: The American Lutheran Church

HIGHEST DEGREE OFFERED: Baccalaureate

1979-80 UNDERGRADUATE TUITION & FEES: \$5,050

ADDRESS: Northfield, Minnesota 55057

CONTACT: Elaine Tracy, Professor of Education

St. Olaf College was established through the efforts of the Rev. Bernt Julius Muus, pastor of Minnesota's first Lutheran congregation. Pastor Muus and his colleagues believed that a school would aid Norwegian youth in adjusting to the new world while maintaining their Christian heritage and traditions. The four-year liberal arts institution opened in January 1875, with 36 students. Named after King Olav of Norway, it has been a coeducational institution from its beginning as St. Olaf's School. The institution remains affiliated with The American Lutheran Church and continues to hold voluntary daily chapel services for students and faculty.

The 350 acre campus is located on a wooded hill in Northfield, Minnesota. Northfield has maintained a commitment to equality from its founding in 1856. Its founder, John North, was a lawyer and anti-slavery lecturer who was supportive of education.

Forty percent of Northfield's population of 13,000 are college students who attend either St. Olaf or Carleton College. This community with a rural orientation is located only 40 miles south of Minneapolis and St. Paul.

THE COLLEGE

St. Olaf College is a four-year liberal arts college where graduation "should signify the attainment of a perspective on human knowledge available only through the liberal arts. From this perspective, a liberally educated person sees that learning

about the world of nature and the world of man has only begun. The pursuit of this learning demands language skills, critical thinking, and an appreciation of diverse and foreign cultures." (St. Olaf Bulletin)

The college offers nearly 50 majors, including psychology, English, history, art, biology, chemistry, nursing, political science, music, dance, economics, religion, mathematics, sociology, Spanish, German, French, physics, home economics, fine arts, speech-theater, physical education, philosophy, Norwegian, Russian, and classical languages. Multidisciplinary concentrations are offered in American studies, social studies education, American minority studies, area studies, and urban studies. The college is well known for its preprofessional programs in architecture, dentistry, engineering, law, medicine, pharmacy, social work, and theology.

The Paracollege, established in 1969, offers an alternative route to the B.A. degree through a tutorial system and self determined majors and concentrations.

Commitment to Multicultural Education and Special Programs Related to Multicultural Education

The commitment of St. Olaf College to multicultural education is evident in its strong program in international studies, course offerings and college-sponsored special events on campus, special programs in cooperation with other colleges, and the college's philosophy and practice regarding financial aid.

While the international studies program began modestly in 1934, it took its present impetus from a speech on campus in 1964 by Carlos P. Romulo, then president of the University of the Philippines and former Phillippine Ambassador to the United States and the United Nations. Romulo, who was the first of eight people to receive the college's Centennial Medal, challenged St. Olaf to think internationally in terms of nonwestern as well as traditional western study.

The college took Romulo's challenge seriously and immediately began to originate study-travel programs that would offer St. Olaf students the opportunity for extended academic work among peoples of nonwestern cultures.

The keystone for the St. Olaf international study program today is the Global Semester, an annual five-month round-the-world experience in which 30 students study for one

month each in Egypt, India, Taiwan, and Japan, with one week stays in Rome, Jerusalem, Nepal, and Hong Kong.

Other St. Olaf programs in Asia include a term in the Republic of China and a term in the Far East (Thailand and Taiwan). The term in the Middle East takes students to Israel for four months and to Istanbul, Athens, and Rome for the January Interim.

More traditional European programs provide students with opportunities for full terms of study in England, France, Germany, Norway, Spain, Austria and Russia.

St. Olaf study/service programs available to students include: nursing in Taiwan or India; general study in South Africa, Germany, New Guinea, Tanzania, India, and Hong Kong. Student teachers may take assignments in private or international schools in Japan, Hong Kong, Taiwan, or India.

Other international programs available to students through the Associated Colleges of the Midwest (ACM) include Chinese studies in Hong Kong, arts of London and Florence, India studies, Japan study, Latin American and Costa Rican development studies, studies in Yugoslavia, and urban studies in Scandinavia and South America.

International offerings for the January Interim in 1980 included study of art, architecture, and culture in the Mediterranean, study of language and culture in France and Mexico, theater in London, study of political science and sociology in Germany and Ecuador, and a variety of other special courses.

Nearly 85% of the student body comes from the midwestern states of Minnesota, Wisconsin, Illinois, and Iowa; the bulk of the faculty has a similar orientation. However, in recent years about 50% of the students in each graduating class have had at least one interim or term of study abroad as part of their St. Olaf education. The St. Olaf Choir, the St. Olaf College Orchestra, and the St. Olaf Band all enjoy international reputations for exceptional performance on the basis of regular tours to Europe.

Foreign students compose about two percent of the St. Olaf student body. The largest groups, from Norway and the Far East, reflect the Scandinavian heritage of the college as well as the Asian emphasis in the international studies program.

Convocation speakers and other guests to the campus enable students to consider viewpoints from a wide spectrum of ethnic and national backgrounds. The college sponsors a Black Studies

Emphasis Week and an American Indian Emphasis Symposium annually, in conjunction with the American Minority and American Studies academic programs.

The faculty added a cross-cultural international studies component to core curriculum requirements in 1979. The component requires satisfactory completion of one course in which a third of its content is devoted to the study of some aspect of non-European and non-North American culture (Africa, Asia, Latin America, Middle East, and Russia).

Faculty development programs in multicultural education, such as an inservice program on Indian development conducted in 1976, are sponsored periodically by the college. Faculty have been sent to national, regional, and state training sessions on educational equity, human relations, ethnic studies, multicultural education, and international education.

By continually developing relationships with ethnic communities, the college is better able to serve students from those ethnic groups. The St. Olaf president recently discussed such a working relationship with representatives of the Sioux tribal community. Similar meetings are expected in the future.

The minority studies program initiated by the college in 1970 includes studies related to Native Americans, Mexican Americans, Afro Americans, and white ethnic Americans. Because of its heritage, St. Olaf is one of only a few colleges with a department of Norwegian (with a chair endowed by the government of Norway), offering courses on Norwegian history and Norwegian American immigration and culture.

St. Olaf students can participate in the Fisk University "Transfer Exchange" program in which students spend a semester at a predominantly Black college in Nashville, Tennessee. A cooperative arrangement between St. Olaf and Carleton Colleges (both in Northfield) allows students on both campuses to take history, culture, and language courses in Japanese, Chinese, Russian, and Greek.

St. Olaf provides nearly 50% of its students with some form of financial aid--all based on need--resulting in a student body of diverse backgrounds and interests. The annual financial aid package (gift, loan, and work) averages nearly \$3,000 for each recipient.

In 1969 the Paracollege was established at St. Olaf as an alternative to the regular curriculum. Students accepted into the Paracollege design their own majors and earn their degree through tutorials, independent study, and research. Both general and comprehensive exams determine if students have met the

expected competencies for a degree. Approximately 170 students are currently enrolled in this special program.

Finally, the college operates radio station WCAL AM and FM. The station, one of the first established in the country, went on the air in 1919. Its broadcasting includes classical music, jazz, ethnic music, and special network broadcasting. Church and chapel services are broadcast in seven languages during a given week.

TEACHER CERTIFICATION REQUIREMENTS (STATE OF MINNESOTA) FOR MULTICULTURAL EDUCATION

Chapter 27: EDUC 521 of the Minnesota Teacher Certification requirements for initial certification states:

- a. All applicants for certificates in education to be issued or renewed either on or after July 1, 1973 shall have completed a training program containing human relations components. Such components shall have been approved by the state board of education.
- b. Human relations components of programs which lead to certification in education will be approved upon submission of evidence:
 1. Showing that the human relations components have been developed with participation of various racial, cultural, and economic groups.
 2. Showing that the human relations components are planned to develop the ability of applicants to:
 - aa. Understand the contributions and life styles of the various racial, cultural, and economic groups in our society, and
 - bb. Recognize and deal with dehumanizing biases, discrimination and prejudices, and
 - cc. Create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relations, and
 - dd. Respect human diversity and personal rights.

3. Relating all of the areas enumerated in Edu 521 b2. to specific competencies to be developed, and
4. Indicating means for assessment of competencies.

After this requirement was approved by the State Board of Education in 1971, the college's teacher education committee was charged with the responsibility for developing a program to be approved by the Board of Education. The Department of Education, together with the teacher education committee, organized another group to assist in this task. This group included representatives from various ethnic groups as well as from diverse socioeconomic groups. For example, it included a Black principal from Minneapolis, a Black female educator from Minneapolis, two welfare mother from Minneapolis, and other persons who advised the college on the development of the human relations components. A significant number of college faculty participated in a human relations workshop. For additional training the members of the teacher education faculty participated in University Associates and/or the National Training Laboratory.

The committee chose to integrate the human relations components throughout the professional education courses rather than to add a special course in this area. It was also decided to use more effectively the total college program, helping students develop knowledge and skills in human relations rather than focusing only on education courses.

RESPONSES TO MULTICULTURAL EDUCATION IN TEACHER EDUCATION

The following describes the multicultural education aspects of the teacher education program at St. Olaf College in categories used in NCATE's Standards for the Accreditation of Teacher Education--governance, curriculum, faculty, students, and resources.

Governance

Professional studies in education are the responsibility of the Department of Education at St. Olaf. No major in education is offered; the Department of Education, however, provides the professional course work necessary for state certification. Thus, students major in their chosen discipline and are recommended to the education department for the professional sequence of courses leading to certification. Teaching licensure

is offered through 18 departments at the college: art, English, French, German, health studies, home economics, Latin, life science, mathematics, music (vocal and instrumental), Norwegian, physical education, physical science, Russian, social studies. (concentrations in history, psychology, economics, sociology, political science, or Asian Studies), Spanish, and speech.

The Teacher Education Committee is the policy-making body for teacher education programs. It includes faculty representatives from various departments of the college, as well as students. This committee reviews the teacher education program and suggests recommendations for policy change. The college's Curriculum and Education Policy Committee recommends approval for new courses and programs. Final approval is made by the faculty.

Curricula

All students enrolling at St. Olaf in the fall of 1979 were required to have at least one course that includes the study of non-European and non-North American culture and civilization as a part of their general studies requirement. This was the first time that students were required to include a Cross-Cultural International Studies in their program. The objective of this requirement is as follows:

The goal of a liberal arts education is to provide students with the broadest possible understanding of themselves and the world in which they live. As modern political, economic, and cultural relations have brought the people of the world into closer contact, students find that their world encompasses the entire globe and all its diverse civilizations. In that context, St. Olaf College requires each student to complete one course which provides intellectual encounter with the people of Asia, Africa, Latin America, Russia, or the Middle East; their values, social, religious or aesthetic; and their ways of life.

Analysis of these cultures should assist students in their search for an understanding of the world in a shrinking world. Study of other people should also help North Americans to view their own society more objectively in a comparative perspective. Cross-cultural International Studies Component courses aim to bring students to an awareness of cultural differences and of the complexities inherent in cross-cultural relationships. Cross-cultural study should stimulate students toward a search for

explanations of cultural diversity and for methods of facilitating cross-cultural relations.

All of the courses related to aspects of multicultural education available in the college have been identified by the Teacher Education Committee. These courses have been classified into the following five areas that make up the cognitive component for the human relations requirements:

1. Identifying ethnic diversity.
2. Identifying religious diversity.
3. Identifying cultural diversity.
4. Identifying economic diversity.
5. Understanding human behavior.

Students may choose from among the courses to meet each of the five cognitive components. These are suggested offerings, however, and may vary, depending on the student's need. These are reviewed by the faculty of the Department of Education for final approval.

Professional Studies

All students must take a minimum of five courses offered by the education department in order to be recommended for certification. These include:

1. Educational Psychology
2. Principles of Secondary Education
3. Special Methods in the major field
4. Historical and Contemporary Issues in Education
5. Student Teaching and related experiences.

Students are also required to take a no-credit course in drugs and alcohol as well as course work and experiences for meeting the human relations requirement. Other education courses offered include "Guidance and Counseling in Schools," "Independent Research," and "The Exceptional Child."

In the course "Historical and Contemporary Issues in Education," the issues of cultural pluralism, racism, sexism, and parity of power are presented and discussed. Skills for value clarification and basic human interaction are covered in the "Educational Psychology" course.

Students can choose to participate in the Chicago urban education program for one semester. This program seeks to provide the student teacher with illustrations--including

firsthand experience--of the learning problems peculiar to the urban situation. Students observe and student teach in the metropolitan area's schools: public and private, elementary and secondary, urban and suburban. Students are also exposed to various approaches to learning, including Montessori, Gestalt, and open classrooms. Placements of those interested in bilingual education, learning disabilities, or special education can be arranged.

Education students may also choose one of the three offerings of the Department of Education during the January Interim. "Perspectives on Teaching" is an off-campus program designed to provide practical experiences and insights in different facets of education. Between 60 and 100 sophomore students participate in regular classroom situations at elementary, junior high, or senior high schools. Opportunities, however, are not limited to those. Some students have spent this period in other situations, including the Louise Whitback-Fraser School (for young, mentally retarded children), the Laura Baker School (private residence for retarded), Veteran's Hospital, the Michael Dowling School for Crippled Children, Oak Hill Montessori, Minnesota Foundation for Sickle Cell Anemia, Sons of Norway Ski for Light Program (for blind skiers), Meadowbrook Women's Clinic, and the Red Wing State Training School (reformatory school). Some students have spent this time in schools with large minority populations--usually American Indian or Black.

Other January Interim offerings in education include "Education for the Deaf: Communication Training and Field Experience" and "The Exceptional Child." The first is an off-campus program conducted through the staff and facilities of the St. Paul Technical-Vocational Institute, the third largest training center of deaf students in the country. The second course is designated to help students identify various types of exceptionality in the classroom and acquire skills to serve the exceptional child. Laboratory experiences are also included.

The Human Relations Components. Before a student can be recommended for certification, he or she must present evidence of the completion of eight human relations units to the Department of Education. Four of these units must reflect cognitive learning that has increased knowledge and intellectual understanding of (1) contributions and life styles of people, and (2) the facts and causes of prejudice and discrimination, and has considered ways to create learning environments conducive to a student's self-esteem. The other four units must relate to personal encounters that have led toward attitudinal change, respect, and appreciation of others; or they must have provided

experience in handling human reactions--including the student's--to real-life situations.

Within each of these broad classifications the committee, in helping prepare students to teach in a multicultural society, designed these specific sub-areas:

Cognitive:

Identifying Ethnic Diversity
Identifying Religious Diversity
Identifying Cultural Diversity (including sex roles)
Identifying Economic Diversity

Experiential:

Living Within an Ethnically Diverse Setting
Living With Religious Diversity
Living With Cultural Diversity (including sex roles)
Living With Economic Diversity

Examples of experiences that might meet the requirements of the experiential components include the following:

1. Student teaching.
2. Prestudent teaching clinical experiences.
3. Observing in schools and community.
4. Tutoring in inner-city Minneapolis and/or St. Paul schools.
5. Student teaching in schools with diverse ethnic populations.
6. Attendance and participation in symposiums on Blacks, Chicanos, or American Indians.
7. Working in an area of special education/training.
8. Foreign student program.
9. International Studies program abroad.
10. Milwaukee Urban Semester.

11. Fisk University "Transfer-Exchange" Program.
12. Human Relations Lab.
13. Conference on Self-Awareness and Cross-Cultural Training.

Students are required to keep a record of how they are meeting both the cognitive and experiential areas of the human relations requirements. These are reviewed by the teacher education faculty for approval. Following student teaching, each applicant for certification summarizes his/her cognitive and experiential components, including a brief essay of a personal nature that indicates how he/she feels he/she can fit into a multicultural society.

Faculty

The total college faculty includes 192 full-time and 61 part-time faculty members. Minority faculty make up 5.5% of the faculty, including five Blacks, six Asian Americans, one Hispanic American, and one American Indian. Also included are significant numbers of Canadians, Norwegians, and other European faculty.

The Department of Education includes a total of five full-time faculty members. Although none of these is a member of a minority group, all have had extensive multicultural experience and are sensitive to the need for a multicultural teacher education program at St. Olaf. These experiences include participation in the first TTT Program (Training of Teacher Trainers for the Inner City), teaching in inner city Minneapolis and Hawaii, and coordinating and supervising student teachers in Chicago, India, and the Orient. Faculty members in both teacher education and the college as a whole have also participated in conferences and training sessions related to human relations and multicultural education. The teacher education faculty is composed of two females and three males.

Students

Students come from a variety of ethnic backgrounds, but the predominant ethnic representation is Scandinavian. Proportionately few minority students attend St. Olaf, although some students have requested that the admissions office increase efforts to attract minorities in order to develop a more

culturally diverse student population. The student body includes almost equal numbers of males and females, with females having a slight edge (50.7%). Only 2.6% of the student body is either minority or foreign. In education a greater proportion of the students are female. The following chart shows the ethnic/racial background and sex of the student population according to the 1976 Office of Civil Rights report:

<u>Undergraduate Students</u>	<u>Male</u>	<u>Female</u>	<u>General</u>
White Americans	97.6%	97.7%	97.5%
Black Americans	1.6	1.6	1.6
Hispanic Americans	.1	.1	.1
Asian Americans	.4	.3	.4
American Indian/Eskimo	.1	.1	.1
Nonresident Alien	.6	.6	1.2

Thirteen percent of St. Olaf graduates become teachers. In 1978, of the graduates certified in education, 85.6% found teaching positions or positions in business and industry, graduate school, or other occupations. (This figure is above the state average).

The college has an Academic Support Service that provides critical skills development for students who need it. The program is designed to help students in the acquisition of critical skills of reading, writing, speaking and listening, mathematics, problem solving, and reading.

Students indicated strong support for the inclusion of human relations components in their curriculum. They feel that they have been allowed to contribute meaningfully to the development and redesign of the teacher education program at St. Olaf. The students voiced approval for the inclusion of cross-cultural experiences in their college programs. They feel that such information and skills should be required of all students, not just those in teacher education.

Resources

St Olaf has one of the two largest liberal arts college libraries in the Upper Midwest. Among the holdings of that library are the manuscript and book collections of the Norwegian-American Historical Association, a valuable resource for ethnic researchers.

FUTURE OF MULTICULTURAL EDUCATION

The future for multicultural education at St. Olaf is very positive. With the continued commitment and support of the administration, faculty, and students for a strong cognitive and experiential approach to multicultural education, the program is likely to become even stronger. The interest and participation in international programs that include overseas experiences are likely to continue. The linkage between cross-cultural understandings through both the international programs and the human relations components of the College is a positive approach to providing multicultural teacher education.

Chapter 11

A DEPARTMENT OF MULTICULTURAL EDUCATION AND THE INSTITUTE FOR CULTURAL PLURALISM: An Approach to Multicultural Education at San Diego State University

SIZE: 31,811

CONTROL: State

HIGHEST DEGREE OFFERED: Doctorate

1979-80 UNDERGRADUATE TUITION & FEES: \$192 (State resident)

CALENDAR SYSTEM: Semester

ADDRESS: San Diego, California 92182

CONTACT: Henry Trueba, Chairman of the Department of
Multicultural Education

San Diego State University was established in 1897, and now is a part of the California state system. This urban institution serves as a commuter campus for most of its 32,000 students.

The university is located in San Diego near the Mexican border. The population of San Diego is multiethnic, with Mexican Americans making up the largest ethnic population. Other ethnic groups include Blacks and Filipino Americans. The population of San Diego is 696,769.

THE UNIVERSITY

The College of Education is one of seven colleges at San Diego State University.

Commitment to Multicultural Education

Courses and programs related to multicultural education have become an institutionalized part of the College of Education. Most departments now have related courses in multicultural education and show concern for integrating related concepts throughout other courses.

Programs initially developed by federally funded projects at the Institute for Cultural Pluralism and Teacher Corps are now used as portions of the regular program in the Department of Multicultural Education, Department of Secondary Education, and Department of Elementary Education. Long-range planning for incorporating components of "soft-money" projects into the regular teacher education program, supported by institutional funds, demonstrates commitment to multicultural education. This process also guarantees that such programs, courses, and components will continue to exist within the institutional structure, because they no longer depend on outside funding.

Commitment to educational equity and multicultural education is also demonstrated through faculty appointments. Both administration and faculty in the the College of Education include a number of Hispanics--the major minority group in the area.

The programs offered in the College of Education appear to have grown out of the needs of the community. Interest in working closely with local school districts is reflected in the number of on-site teacher training programs offered in local schools. Faculty members have worked with local school authorities to develop in San Diego a multicultural magnet school which now serves as the on-site location of training for about 30 preservice and graduate students. Faculty also offer inservice programs for teachers in that school. Ethnic community support has also been solicited in the development of programs like bilingual education. The efforts by the administration and faculty to extend their programs into the community and to meet the needs of the community is yet another indication of commitment to multicultural education.

Special Programs Related to Multicultural Education

Both the Institute for Cultural Pluralism and the Teacher Corps project at San Diego State University have integrated and extended multicultural concepts through programmatic emphases.

Institute for Cultural Pluralism

The Institute for Cultural Pluralism (ICP) was initiated over five years ago by the College of Education. It houses three major projects: (1) the National Origin Desegregation-Lau Center, (2) the Bilingual Education Service Center (BESC) and (3)

the California School Finance Reform Project. All are supported by funds from either the federal government or foundations.

The National Origin Desegregation-Lau Center provides the following technical assistance to local school districts in the 10 county areas of Southern California:

1. Developing/adopting materials to identify and assess language needs.
2. Developing instructional programs to meet the needs of national origin minority (NOM) students.
3. Implementing methods for encouraging students, parents, and community support and involvement in national origin desegregation (NOD).
4. Recruiting of members of NOM groups for employment in the schools.
5. Identifying and establishing lines of communication with federal, state, and other agencies.
6. Developing, implementing, and modifying educational plans to meet needs and characteristics of NOM students.
7. Developing procedures for evaluating and monitoring implementation of NOD.
8. Coordinating with federal, state, county and local agencies.
9. Evaluating and selecting multicultural and bilingual instructional materials.
10. Developing policies reflective of more equitable representation of NOM students in staffing in all role groups.
11. Assessing and improving organizational climates for NOD.
12. Identifying NOM students and determining cognitive skills and achievement levels.
13. Providing materials pertaining to the implementation of NOD.

The center primarily provides technical assistance to school districts in noncompliance with the HEW/OCR Task Force remedies. The staff has worked with about 250 school districts over a

period of four years. Funding for this project comes from Title IV of the Civil Rights Act.

The Bilingual Education Service Center (BESC) also provides technical assistance to local school districts. This technical assistance extends to training administrators, teachers, and others for implementing bilingual education programs in the schools. The services of this center include:

1. Assistance with district training of aides, principals, administrators, management staff, parents, and board members.
2. Assistance with district efforts to enroll professionals and paraprofessionals in on-site and post-secondary bilingual education courses and programs.
3. Assistance and training to district curriculum task forces through bilingual curriculum specialists.
4. Assistance in the selection, adaptation, articulation, and use of instructional materials for programs of bilingual education.
5. Assistance in pilot testing of instructional materials for bilingual programs,
6. Assistance in involving parents in programs of bilingual education.

Language groups for which programs are being developed in the center's service area include Spanish, Indochinese, Filipino, and Portuguese. The center's service area includes part of Nevada and Arizona as well as Southern California. Funding for this project comes from the Office of Bilingual Education, Title VII of the ESEA.

The third project included in the Institute for Cultural Pluralism is the California School Finance Reform Project. The primary purpose of this project is the conduct of nonpartisan research concerning the funding of public elementary and secondary education in the State of California as it relates to Mexican-American and other minority students. The research findings address educational inequities in the state and suggest solutions. The following activities have been undertaken by the project staff:

1. Studying the impact of the present state public elementary and secondary education funding system on Mexican-American and other minority students.

2. Studying the funding mechanisms for allocating state funded categorical programs to school districts in order to assess their effectiveness in providing equal educational opportunity to and meeting the needs of the targeted student population.
3. Identifying the extent to which the educational needs of minority students, especially limited- and non-English speaking students are properly identified and adequately met.
4. Continuing the developing and updating of a comprehensive data base (school finance and related educational variables) for purposes of data analysis.
5. Disseminating the project's research findings by publishing research reports and making presentations at major educational conferences, institutes, workshops, classes, and community meetings.
6. Providing technical assistance to groups and/or individuals interested in school finance reform issues affecting minorities.

To date, three publications related to the research findings have been prepared and are available from the project. Initial funding for this project was provided by the National Urban Coalition and the California Association for Bilingual Education. Now it is primarily supported by funds from the Ford Foundation and the Rosenberg Foundation.

Teacher Corps

The College of Education has housed a Teacher Corps project from the first year of funding for such projects. As a part of the activities of this project, eight modules related to cultural pluralism have been developed over the past five years. These modules now are being used by the Department of Secondary Education for their bilingual/cross cultural teacher preparation emphasis. Additional modules developed through the Teacher Corps project are used by other departments in the college. Materials related to multicultural education have been collected over the years for use by Teacher Corps interns and staff, and are now available in a resource center for use by all students and faculty. Thus, some of the goals and products of the Teacher Corps have been institutionalized in the college.

STATE REQUIREMENTS FOR CREDENTIALING AND MULTICULTURAL EDUCATION

California's requirements for credentialing at the initial level are much different than those of most other states. Professional education in California is generally limited to one-fifth of a five-year program. Undergraduate students preparing for an elementary credential must have completed the liberal studies major or passed the commons section of the National Teachers Exam before taking professional education courses. One-half the total units in professional education must be field-based experiences. Student teaching is defined as one semester of full-time experience in classrooms. At San Diego State professional education is taken as the fifth year of study and requires the completion of at least 30 units, depending on the program.

Two initial credentials are authorized: the multiple subjects credential and the single subject credential. The elementary Multiple Subjects Credential provides the authorization needed to teach in any self-contained classroom, grades K-12. The "clear" credential requires:

1. Demonstration of academic content background by examination or appropriate course work.
2. Preparation in the teaching of reading, including phonics.
3. Student teaching experience in varied grades and in varied socioeconomic environments.
4. Skills appropriate for diagnosing and prescribing appropriate learning experiences for all pupils, including those traditionally considered to have educational handicaps (mainstreaming).
5. Knowledge and skills associated with health education.
6. A baccalaureate degree with a major other than education.
7. Completion of a fifth year of study (30 units of post baccalaureate course work at the upper division or graduate level).

The "clear" credential for a Single Subject Secondary Credential requires:

1. A bachelor's degree in an approved major.
2. Completion of an approved program of professional education.
3. Course work in methods of teaching reading in content areas.
4. Course work which includes a unit on harmful substances.
5. Knowledge of the U.S. Constitution (college level course or exam).
6. Completion of a fifth year of study (30 upper division or graduate level units after degree).
7. Skills appropriate for diagnosing and prescribing appropriate learning experiences for all pupils, including those traditionally considered to have educational handicaps (mainstreaming).

A "preliminary" credential may be granted to students who have met basic requirements for either type of credential. Holders of the preliminary credential then have a five-year period in which to complete 30 post-graduate units in order to become eligible for the "clear" credential.

The State Commission for Teacher Preparation and Licensing approves and accredits two different bilingual credential programs: (1) an initial single or multiple subjects credential for elementary or secondary, with a Bilingual/Cross-Cultural authorization (emphasis) and (2) an advanced credential for the Bilingual/Cross-Cultural Specialist.

RESPONSES TO MULTICULTURAL EDUCATION IN THE TEACHER EDUCATION PROGRAM

The following describes the multicultural education aspects of teacher education programs at San Diego State University in categories used in NCATE's Standards for the Accreditation of Teacher Education--governance, curriculum, faculty, and students.

Governance

The College of Education offers 13 credentials, two certificates, one Bachelor of Arts degree, two Master of Science degrees, a Master of Arts degree with eight concentrations, and a Doctor of Philosophy degree with a multicultural emphasis. Students can choose a bilingual emphasis for either the elementary multiple subjects or secondary single subjects credential.

The single subject teaching credential is offered in art, business, English, history, home economics, industrial arts, languages (French, German, Latin, Spanish, Russian), life sciences, mathematics, music, physical education, physical sciences, and social science.

Advanced credentials are offered in early childhood education, bilingual/cross-culturalism, special education, reading specialist, adult education, administrative services, health services, library services, pupil personnel services, school psychology, and community college instruction.

The College of Education includes seven different departments within its administrative structure. These include Counselor Education, Education Administration, Educational Technology and Librarianship, Elementary Education, Multicultural Education, Secondary Education, and Special Education.

The Ph.D in Education with a multicultural component is offered jointly with the Claremont Graduate School. The purpose of this program is to prepare scholar-practitioners to work effectively in culturally diverse settings. Those attracted to the program tend to be mid-career people who need the degree to advance in their present positions or to further alternative career goals. Areas of specialization offered at SDSU are in educational administration and curriculum development. More are in the planning stage. A wide array of specializations are offered at Claremont, where student programs are individually tailored to particular research interests and professional goals.

Curricula

For admission into the fifth-year program, students must have completed the bachelor's degree. Most students preparing to teach in an elementary school complete a diversified liberal studies major, while students preparing to teach in a secondary school complete a degree in a single subject. The Department of Elementary Education also requires that students show evidence of

45 hours of supervised experience with elementary school children before beginning their fifth-year program. Most students serve as an aide or classroom volunteer in a local school to meet this requirement. In addition, students choosing a bilingual emphasis must meet the following prerequisites:

1. Language fluency in the target language.
2. Awareness of the culture of the target community.
3. Willingness to teach in bilingual setting.
4. Desire to develop bilingual skills in the areas of teaching methodology and language proficiency in the target language.

A number of courses offered by various departments in the College address some aspect of multicultural education. Examples of such courses include:

1. Workshop: Management Training for Women on the Move (Administration)
2. ESL Reading Methods and Materials (Secondary)
3. Seminar: Desegregation Issues (Administration)
4. Multicultural Dimensions in Counseling (Counseling)
5. Counseling Women in Transition (Counseling)
6. Workshop in Intercultural Education.

Multicultural education is an emphasis in both the basic and advanced programs of the college. The multicultural education components of the curricula will be examined in the remainder of this section, as addressed in the Departments of Multicultural Education, Elementary Education, and Secondary Education.

Multicultural Emphasis in the Elementary Education Program

One portion of the required student teaching experience for the multiple subjects credential is completed in a "minority community." Students usually work in a K-3 setting during one semester and in a 4-6 setting during the second semester. Student teaching and the accompanying seminar fulfill 16 of the required 31 units of professional education. The remaining 15 units include educational methods and foundation courses. As a

part of their professional sequence, students can choose an emphasis in one of three areas:

1. Reading, language arts, or mathematics methods.
2. Skills in child study, classroom management, community study, or curriculum planning methods.
3. Bilingual methods providing skills for working in bilingual classroom settings.

Students applying for this credential can select either (1) instructional blocks in which classwork is conducted on campus or (2) programs in which most of the classwork is conducted on-site at the school where student teaching takes place. Different blocks offer experience with different types of student populations, from multiethnic to bilingual in inner-city, suburban, and rural communities. The seven elementary education blocks offered during the 1978-79 academic year included the following:

1. Block A--SANTEE. Classes and student teaching conducted on-site in Santee. During the first eight weeks, methods classes are held in the morning; the afternoons are spent in observing. The second eight weeks are spent in full-time student teaching in the assigned classroom.
2. Block B--LAKESIDE. Classwork is taken on campus during the first eight weeks. Students spend the second eight weeks in student teaching at schools in Lakeside and Alpine, semi-rural agricultural communities less than 30 minutes from the university.
3. Block C--BILINGUAL I. In addition to the regular methods classes, there is an emphasis on the development of professional vocabulary in Spanish for the academic areas. Student teaching is completed in bilingual classrooms.

Students admitted to the bilingual emphasis must demonstrate Spanish language proficiency and cultural awareness. The program requires two semesters of full-day commitment plus student teaching in a bilingual classroom. Thirty-two students are accepted for this program every fall. This program will probably be conducted almost totally on-site at a local school in the near future.

4. Block D--VALENCIA PARK LABORATORY/MAGNET SCHOOL. This two semester, on-site program is held at Valencia Park Elementary School, a multiethnic and multicultural school. Valencia Park is the San Diego State University Laboratory School and also a magnet school in the San Diego Unified School District.

The student population and faculty at this school are multiethnic. Students thus participate for the two semesters in a multicultural setting. ESL, limited English speaking and non-English speaking programs are offered at the school so that student teachers can gain experience in those areas as well. The on-site program is staffed by one full-time coordinator from the College of Education, assisted by several other faculty members based on campus. The college faculty direct and supervise the teacher education program at the Valencia Park School and also work with the school's administrators and faculty to build a well-balanced curriculum for students. During an academic year, 30 fifth-year students participate in this program. Graduate students also pursue specialist credentials in elementary counseling, librarianship, and other areas at Valencia Park.

5. Block E--CHULA VISTA LABORATORY/MAGNET SCHOOL. This two semester, on-site program is conducted at Cook Elementary School in Chula Vista. Topics in education classes are presented throughout the two semesters rather than being concentrated in the 8/8 pattern.
6. Block F--SIGMA. This is a two-semester program organized as a self-paced, individualized education sequence. Students use learning packages (modules) with a university team, which guides the student as an individual in the development of a specified set of teaching skills. Student teaching is done in the Cajon Valley and Del Mar school districts.
7. Block H--POINT IX. This is a four semester program of student teaching and interrelated course work. The program is conducted on-site in selected schools.

Multicultural Education in the Secondary Education Program

Students preparing for the Single Subjects Credential are required to complete at least one of their two student teaching experiences in a school with a 25% or more minority enrollment. The Department of Secondary Education offers five sections of the fifth-year program. One of the five sections is an emphasis in bilingual/cross-cultural teaching. Two additional sections are taught in inner city magnet schools. Thus, the majority of the work and experiences for three of the five sections is taken in bicultural or multicultural situations.

The ARRIBA Program in bilingual/cross-cultural teaching strategies requires three additional units (total of 33) in order to receive the state credential with such an emphasis. Students must complete a series of individual study modules and student teaching over a period of two to three semesters. Ten units are taken during the first semester including "Teachers Rights and Responsibilities," "Bilingual Teaching Strategies," "Teaching of Reading - Bilingual," and "Audio Visual Techniques." Eleven units are taken during the second semester, including "Humanistic and Social Aspects of Teaching," "Behaviorial and Psychological Aspects of Teaching," and "Student Teaching I." The final semester of 15 units includes "Student Teaching Seminar," "Teaching the Exceptional Child," and "Student Teaching II." A weekly seminar is held to discuss concerns related to modules or student teaching. In addition, students are expected to meet with their assigned advisor to review their progress at least once a month. The modules include multicultural concepts such as racism, segregation, ethnicity, and cultural pluralism. Students are expected to supplement their work with field-based experiences, some including work in the community. The ethnic focus of the modules and field experiences is on Chicanos and Blacks. All students in the ARRIBA Program must complete one of their student teaching assignments in an inner-city school with a bilingual program.

Some students choose to participate in the ARRIBA program for its multicultural rather than its bilingual emphasis. These students need not meet the language proficiency requirements. Course work is modified to meet these students' needs.

Approximately 80 students are enrolled in the ARRIBA program. From a variety of ethnic background, they include Hispanic Americans, Japanese Americans, Blacks, and Anglos.

The Department of Multicultural Education

The Department of Multicultural Education was an outgrowth of the Institute of Cultural Pluralism. In 1977 it began to function separately from the institute while remaining interlinked with ICP objectives and programs. Departmental status within the College of Education was not gained until 1978.

The mission of the multicultural education programs is the professional preparation of educational specialists seeking a credential or master's degree in the field of bilingual/cross-cultural education. Additionally, the mission embraces service to other departments of the college in any and all efforts related to the education of the linguistically and culturally different individual. Such services are provided through teaching courses in bilingual tracks of single and multiple subjects credentials, providing technical assistance in program development, and providing consultations and workshops in these areas.

One credential and one degree are currently offered through the Department of Multicultural Education--the Bilingual/Cross-Cultural Specialist Credential and the Master of Arts Degree in Education with a concentration in Multicultural Education. Students may currently pursue both a credential and a master's degree simultaneously.

The college also has a Title VII Fellowship Program for Bilingual Education. Both fellowship and nonfellowship students pursue the Bilingual/Cross-Cultural Specialist Credential and the Master of Arts with a Multicultural Education Concentration. This program is coordinated by faculty in the Department of Multicultural Education.

The teacher training model for candidates in the multicultural education program establishes the following major learning areas:

1. Philosophy of Education for the Culturally and Linguistically Different.
2. Sociocultural Awareness--Home- and Community-Based.
3. Oral Language Assessment Techniques.

4. Curriculum and Teaching Strategies.

5. Evaluation and Research Techniques.

The five areas of this model are viewed as an expanding circle of understanding. At the core of the circle is the Philosophy of Education for the Culturally and Linguistically Different. This component introduces candidates to the study of culture from a multidisciplinary perspective--anthropological, sociological, psychological, aesthetic, linguistic, and historical. Phase two, the Sociocultural Awareness component, is community-based; it provides candidates with the opportunity to observe and experience life in the community.

Equipped with a multidisciplinary perspective of culture and actual experience in the life of the community, candidates are prepared to approach phase three of the model--Oral Language Assessment Techniques. This component involves a thorough understanding and identification of the cultural and community context of children's language and the transmittal of culture and sociocultural identification. In phase four, Curriculum and Teaching Strategies, candidates develop the skills to adapt and devise diagnostic tools and methods of prescription specifically suited to the needs of the community and the culture of the children they will teach. Phase five of the model provides for the integration of all four of these areas of the program. Though research methodology and tools can clearly be separated for specialized classes, research tends to be the unifying force that draws on all areas of the multicultural program.

The multicultural education program using this model is competency-based. Each of the five components is viewed as a broad area in which candidates must acquire appropriate knowledge, understanding, skills or attitudes. The realization of overall competence in these five areas is based on the achievement of a series of general competencies designed to be related to any one of the various ethnic cultures that make up American society. These competencies are broken down further into specific behavioral objectives. The students' success in meeting these objectives is measured by stated performance criteria.

Courses offered through the Department of Multicultural Education include the following:

1. Philosophy of Cultural Pluralism in Education:

Study of culture from a multidisciplinary and holistic perspective provides a thorough understanding of the interrelationship between education and cultural patterns, and the basis of what cultural pluralism is;

emphasis on establishing a theoretical framework for examining the socioeconomic and political institutions of society vis-a-vis cultural pluralism.

2. Procedures of Investigation and Report for the Culturally and Linguistically Different:

Research methods in education. Location, selection and analysis of professional literature. Methods of investigation, data analysis, and reporting.

3. Cross-Cultural Education: *Awareness / Community Interface :*

Participant observation in community and school settings; cross-cultural study of culturally influenced variables such as communication, interaction, cognition, and learning styles, and the integration of these into a culturally democratic learning environment.

4. Workshop in Community Influence on Learning and Curriculum Planning:

Applied study of those elements of the economic, social, historical and cultural characteristics of the selected ethnic culture which are important in the education of children in that culture; emphasis on the analysis of contemporary values and issues in the school and community.

5. Oral Language Assessment Techniques for Multicultural Education:

Study of selected cultures' linguistic characteristics; comparison with Standard American English for distinguishing problems of linguistic interference of pupils as a basis for prescribing individualized instruction; emphasis on home/community context of a child's language; techniques for administering and analyzing language assessment instruments.

6. Bilingual/Cross-Cultural Curriculum Development:

Study of competency-based education techniques; development of skills in devising performance criteria and criterion-referenced tests in bilingual/bidialectal/cross cultural situations; development of individualized instruction and program planning strategies.

7. Bilingual/Cross-Cultural Teaching Strategies:

Examination of existing bilingual/cross-cultural teaching materials, and of skills in adapting these materials for instruction; emphasis on methodology for the bilingual/cross-cultural classroom.

The Department of Multicultural Education also coordinates a project for developing the educational research skills of minorities and women. This project, ASSERT, allows participants from the local school system to gain hands-on experiences by working with researchers in the College of Education.

Ph.D. in Education with a Multicultural Emphasis

A Ph.D. in Education is also offered in cooperation with Claremont Graduate School. Underlying the multicultural emphasis in the program is the conviction that educational leaders must be knowledgeable about and responsive to our culturally diverse society, whether their area of concentration is administration, curriculum, human development, or any other academic area.

The joint doctorate includes the following components:

1. Multicultural Education.
2. Research and Evaluation.
3. Area of Specialization (Educational Administration, Curriculum and Instruction, Higher Education, Growth and Development, Applied Linguistics, Reading and Language Development, Policy Research, or Evaluation and Quantitative Analysis).
4. A cognate area.

Full-time students are scheduled to spend one year of resident study at San Diego State University, one year at Claremont Graduate School, and one year in preparation of the dissertation.

Faculty

Approximately 110 full-time and 80 part-time persons are employed as faculty members by the College of Education. The faculty includes the following percentages from various

ethnic/racial backgrounds: 88.9% white, 2.6% Black, and 8.4% Hispanic.

An examination of professional personnel employed for special projects, but not faculty members, would uncover a more multiethnic make-up of professionals connected with the College of Education. These projects include Asian Americans in addition to the other three groups.

The Department of Multicultural Education employs seven full-time and six part-time faculty members. Several of these spend part of their time with the Institute for Cultural Pluralism or other research projects. The Departments of Elementary Education and Secondary Education employ 91 full- and part-time faculty members.

Some faculty members of the College of Education have teaching and/or research experiences in multicultural and/or bilingual settings. Others gain experience in multicultural education through work with the Institute for Cultural Pluralism or Teacher Corps. Most faculty teaching in preservice programs also supervise student teachers and thus have some exposure to multiethnic and bilingual situations through that activity.

Students

There are about 32,000 students enrolled in programs at San Diego State University. The student population is multiethnic, with Hispanics making up the largest minority group. Foreign students are the next-largest group, followed by Blacks, Asians, and American Indians. According to 1976 Office of Civil Rights report, the ethnic/racial breakdown of the student population is as follows:

<u>Undergraduate Students</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
White Americans	85.3%	85.5%	85.4%
Black Americans	3.5	4.0	3.7
Hispanic Americans	5.9	5.5	5.7
Asian Americans	3.2	3.2	3.2
American Indians/Eskimos	.7	.7	.7
Nonresident Aliens	1.4	1.2	1.3

Graduate Students

White Americans	86.6%	87.0%	86.8%
Black Americans	1.7	3.2	2.4
Hispanic Americans	5.6	5.2	5.4
Asian Americans	2.4	2.7	2.6
American Indians/ Eskimos	1.0	.6	.8
Nonresident Aliens	2.7	1.3	2.0

Figures were not available on the number of students enrolled in College of Education programs.

FUTURE OF MULTICULTURAL EDUCATION

Bilingual/Multicultural Education degree programs are high-demand programs that meet a real employment need in the San Diego and Southern California school districts. This provides the impetus for continued support for programs with a multicultural emphasis. Administrators and faculty indicate that multicultural concepts, strategies, and experiences will be further integrated throughout the regular teacher education program. Future growth is expected in the development of some international exchange and linkage programs with Mexican institutions. It is expected that faculty from the College of Education and the Institute for Cultural Pluralism will expand inservice programs related to multicultural education offered throughout the area to local teachers and administrators.

Chapter 12

MULTICULTURAL AND GLOBAL EDUCATION An Approach to Multicultural Education at the University of Denver

SIZE: 7,868
CONTROL: Independent
HIGHEST DEGREE OFFERED: Doctorate
1979-80 UNDERGRADUATE TUITION & FEES: \$4,170
CALENDAR SYSTEM: Quarter
ADDRESS: Denver, Colorado 80208
CONTACT: Edith W. King, Professor of Education

The University of Denver is located in Denver, a city of 514,678. The largest minority group in the city is Mexican American followed by Black and American Indian. The city continues to be settled by immigrants, with Russian Jews and Vietnamese making up the newest immigrants. Currently there are 18 different languages spoken by students in the Denver schools. Court-ordered desegregation has integrated most city schools.

THE UNIVERSITY

Commitment to Multicultural Education

Commitment to multicultural education is reflected several ways at the university. One is the amount of financial aid for students. Over \$4 million annually is provided in financial aid to students. Seventy-nine percent of the freshman and 48% of all undergraduate students receive some form of aid. Another sign of commitment to this area is the recent establishment of a Women's Resource Center and a Center for Handicapped Students on campus.

Administrators and faculty at the School of Education (a unit of the College of Arts and Sciences) have tried to integrate multicultural concepts throughout undergraduate and graduate courses. In addition, courses have been developed that focus specifically on multicultural education issues and concerns. The commitment to the inclusion of multicultural education in the policies and curricula are reflected in references throughout the 1978-1980 School of Education Bulletin.

The School of Education cooperates with the Graduate School of International Studies in the operation of the Center for Teaching International Relations. Workshops and courses for developing knowledge and skills for intercultural and international understandings, including studies of U.S. ethnic groups, are offered through this center. Faculty from the School of Education often work with the center as teachers for the university courses and the inservice programs for elementary and secondary teachers and administrators.

The administration would like to increase the number of minority students and faculty members on campus. Affirmative efforts have been made to employ minority faculty by the School of Education. Minority graduate students are recruited by several means, including contacting all minority students who have taken the Graduate Record Examination.

Finally, the administration strongly supports changes toward a teacher education program that is multicultural. Such positive and affirmative support provides the atmosphere necessary to implement multicultural concepts in both policies and curriculum.

Special Programs Related to Multicultural Education

There are at least three programs related to multicultural education that have been developed by the School of Education: The Center for Teaching International Relations, the Saudi Arabian Social Studies Teachers Program, and an Ethnic Heritage Studies Project.

The Center for Teaching International Relations (CTIR) was founded in 1968 cooperatively by the Graduate School of International Studies and the School of Education. The objective of the center is to improve the teaching of international/intercultural studies in elementary and secondary schools. The center conducts five activities:

1. Develops and disseminates curriculum materials.
2. Conducts inservice teacher workshops.
3. Offers graduate credit courses.
4. Administers an M.A. program in Education.
5. Offers consultation services for schools.

Workshops are offered in fourteen areas; eight courses are offered for graduate credit. Curriculum materials are available in comparative studies (10 units) and ethnic heritage studies (181 activities and units). CTIR also houses a Materials Distribution Center that lends multimedia and other teaching

materials to teachers in the Rocky Mountain region. The center's library includes related periodicals, curriculum project materials, and clipping files for use by faculty and teachers. Faculty members from the School of Education sometimes work with the center's staff to conduct courses, workshops, and institutes, as well as to prepare some of the curriculum materials.

The Saudi Arabian Social Studies Teachers Program is a special program provided for a selected group of social studies teachers from Saudi Arabia. The program leads to the Master of Arts with a concentration in Curriculum and Instruction and Social Studies. The program was developed with the university's English Language Center.

The Graduate School of International Studies has just been awarded an Ethnic Heritage Studies grant from the U.S. Office of Education (under Title IX, ESEA, the Ethnic Heritage Studies Program). This project is conducted cooperatively with the Denver Public School System and the CTIR. School of Education faculty will be working with local teachers to develop an understanding of the new immigrants and to develop strategies for effectively serving those ethnic populations in the schools.

The university also has an English Language Center for teaching English to foreign students. Every quarter, the center attracts over 100 students. Often they spend a year learning English before entering a degree program.

STATE REQUIREMENTS RELATED TO MULTICULTURAL EDUCATION

The State of Colorado requires that teacher education institutions give evidence of exposing students to multiethnic populations in the teacher education program. The School of Education has chosen to provide this exposure through classroom instruction and related field experiences in multicultural education for all preservice students.

RESPONSES TO MULTICULTURAL EDUCATION IN THE TEACHER EDUCATION PROGRAM

The following describes the multicultural education aspects of teacher education programs at the University of Denver in categories used in NCATE's Standards for the Accreditation of Teacher Education--governance, curriculum, faculty, and students.

Governance

The School of Education is a unit of the university's College of Arts and Sciences. Degree programs offered by the School of Education include the B.A., M.A., and Ph.D. Certification and endorsement programs are available in 25 different fields.

At the undergraduate level, students can elect to concentrate their studies in elementary education, working toward state certification. Secondary education students major in a specific area outside of education while meeting the state certification requirements through professional education courses. Subjects for which students can receive secondary certification include English, French, German, Russian, Spanish, mathematics, science, social studies, speech communication, and theatre. K-12 certification is offered in physical education, fine arts, and music.

Graduate students can seek either the M.A. or Ph.D with concentrations in Curriculum and Instruction; Administration, Supervision, and Public Policy; and Human Services. Advanced certification and endorsement programs are also available for special education director, counselor, reading teacher, school administrator, educational media specialist, audiologist, speech correctionist, school psychologist, and school social worker.

Curricula For Preservice Programs

In a brochure titled "A New Design for Teaching Teachers," the rationale for integrating multicultural education into the elementary teacher education program is described in the following excerpts:

The nationwide movement to ensure full participation in education for all students, regardless of their racial, ethnic, or handicapped status, has stimulated the need for preparing teachers with the skills to work effectively with children who exhibit widely diverse learning styles and abilities. The University of Denver's unique elementary teacher education program blends rather than separates "regular" and "special" education, course work and field experiences, theory and practice for more effective preparation of teachers. The School of Education faculty adheres to an interdisciplinary design for instruction which integrates early childhood education, special education and general backgrounds in child development and multicultural

education. By integrating previously separated components of instruction, the School of Education at the University of Denver provides students with a range of expertise well beyond that of students in a traditional teacher preparation program.

This exciting new design for elementary teacher education integrates the individual methods courses of a traditional education program--reading, language arts, mathematics, science, social studies--with components of mainstreaming, multicultural and human relations education, learning theory, and classroom management.

The program for preservice elementary teachers emphasizes:

1. A realistic blend of theory and practice through progressively deeper involvement in "real world" classroom settings.
2. A systems approach to instruction and evaluation involving multidisciplinary, team-taught methods block.
3. The development of competencies in assessment and programming for "special" students in the regular classroom.
4. The progressive development of abilities to function in multiracial and multicultural settings. (1978-1980 School of Education Bulletin)

Two blocks of the elementary education program include multicultural concepts and skills. The first block of 15 credit hours in (1) Elementary Teaching: Content and (2) Elementary Teaching: Strategies and Techniques includes skills and content of early childhood and elementary school areas. Areas addressed are reading, mathematics, science, social studies, language arts, mainstreaming competencies, attitudes and behaviors supporting multiethnic education, and techniques for fostering improved human relationships. Students spend one day per week observing in the classroom during this block. Activities for the fall, 1978 block included:

1. A lecture and discussion on multicultural education, including an examination of socialization, acculturation, ethnicity, racism, and sexism, and their effects on curriculum and the teacher; a field trip to the Del Pueblo School was coordinated with this lecture.

2. A presentation on the role of the school nurse, community relations officer, and social worker in a bilingual/bicultural school.
3. A lecture on sex equity and sexism in the schools, with filmstrips and handouts (given by the Coordinator of the Title IX, Sex Equity Program for the Colorado State Department of Education).

The second block of 15 credit hours included two courses: (1) Elementary Teaching: Implementation of Content and (2) Elementary Teaching: Implementation of Strategies and Techniques. Students spent a third of their time in public school classrooms during this block. The winter, 1979 block included the following activities related to multicultural education in the general education component:

1. A field trip to the Jewish Community Center's preschool.
2. A lecture and discussion on multiethnic education.
3. A lecture and discussion on international/global education and British Primary Schools.

At one time, field experiences and student teaching were completed in the desegregated schools of Denver. Currently, most of these are done in suburban schools with small minority populations. Because the administration and faculty feel that experiences in multiethnic situations are desirable for the preservice teacher, such placements are now being reinstated.

The professional sequence in secondary education was designed to do the following:

1. Provide a common set of professional experiences for all secondary education students.
2. Integrate theory and practice through significant early field experiences.
3. Offer opportunities for classroom experience in junior high as well as senior high settings.

I. The move to suburban schools was, in part, the result of Denver schools adopting a system that paired elementary schools in a 1-3 and 4-6 system. University faculty felt that students assigned to one of those schools could not experience the age variations that suburban schools on a 1-6 system allowed.

4. Introduce students to racially integrated multicultural classrooms.
 5. Encourage the development of mainstreaming competencies, the ability to work with difficult kinds of learners inside and outside the regular classroom.
 6. Teach students to use various types of media and technology appropriately and effectively.
- (1978-1980 School of Education Bulletin)

Two courses specifically addressing multicultural education are offered in secondary education: (1) Teaching in a Multicultural Classroom and (2) An Experience at Rough Rock Navajo School. The second course is offered during the December interim period. Participants in this course actually live on the Rough Rock Navajo Reservation while observing the Indian-controlled school and learning Navajo culture.

Curricula for Advanced Programs

According to the 1978-1980 School of Education Bulletin, graduate programs include an individually designed "mix" of the following:

1. Basic studies in the liberal arts as a foundation to further study when needed and appropriate.
2. Acquaintance with basic issues, factual content, underlying theories, and fundamental knowledge in the field of education.
3. Examination of educational phenomena from the viewpoint of disciplines outside the field of education.
4. Acquisition of professional skills and competencies needed to become certified or endorsed for particular specializations.
5. Opportunities for supervised field-based studies in appropriate employment settings, including cross-cultural and international experiences.
6. Participation in a variety of teaching-learning modes, so as to foster cognizance of alternative educational processes.

Following are some graduate courses that address aspects of multicultural education:

1. Cultural Foundations of Education
2. Educational Sociology
3. School Administration: Human Relations Skills
4. Pluralism for Today's Schools (a workshop)
5. Studying Informal Education in the British Settings (includes two weeks in England)
6. Sociology of Educating Multiethnic Populations.

Related courses are also offered cooperatively with the Center for Teaching International Relations. Listed below are three of the courses with brief descriptions of their contents:

1. Teaching Comparative Studies

This activity-oriented, "how to" course demonstrates modules composed of exercises, games, simulations, role playing, and use of community resources.

2. Teaching Global Perspectives

This activity-oriented, "how to" course demonstrates six modules composed of exercises, games, simulations, role playing, and use of community resources. Each module offers teachers packets of activities for improving instruction in global education. Modules include "Conflict/Conflict Resolution" and "Studying Cultures' Game".

3. Teaching about U.S. History: A Comparative Study

This activity-oriented course is designed for U.S. history teachers to enliven curriculum at the fifth and eighth grades and senior high school levels. Emphases are placed on developing basic skills in history, examining the development of the U.S. within a comparative framework, and integrating ethnic and multicultural studies with the general U.S. history curriculum.

The CTIR also provides through the School of Education a Master of Arts degree program designed for teachers interested in Curriculum and Instruction with an emphasis on International

Studies. This program develops teacher skills in the following areas:

1. Dealing with major substantive issues in the world, such as conflict, change, communication, and interdependence.
2. Planning and developing curriculum around problems confronting humankind, and improving evaluation procedures.
3. Developing practical classroom strategies to translate awareness of issues into meaningful learning experiences for students.

Finally, during spring breaks and summer sessions the CTIR offers workshops on the art and culture of the Southwest. These courses are held at the Mabel Dodge Luhan House, a historical site in Taos, New Mexico. Classes are offered in New Mexico History and Culture, Art and Cultures of the Southwest, Pueblo Life, Hispanic Lifestyles, and Ethnic Heritage. Participants in these workshops have the opportunity to experience multicultural living in the midst of the culture, traditions, and atmosphere of northern New Mexico.

Faculty

The total faculty at the University of Denver numbers 450. Twenty faculty members teach in the School of Education. Half the Teacher Education faculty are females, but there are no minority faculty members.

Some faculty have gained experiences in multicultural education through overseas work during sabbaticals and international meetings. At least two of the faculty have conducted related research and written articles and books on aspects of multicultural education. One faculty member is developing research on transnational aspects of multicultural education.

With the Saudi Arabian Social Studies Teachers Program, some faculty are gaining their first direct experiences with students from cultural backgrounds different than their own. These experiences help faculty realize the importance of helping teachers develop skills for more effectively meeting the needs of culturally diverse student populations.

Students

More than 7,500 students are enrolled in the university, with about 40% of them studying at the graduate level. Around 350 students per year complete requirements for various state endorsements and certifications in education.

The major minority groups in the U.S. are represented in the student body, although the student population is mostly white. The majority of students probably come from upper-middle-class families. The breakdown by ethnicity or race of undergraduate and graduate students is shown below (based on OCR figures for Fall 1976):

<u>Undergraduate Students</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
White Americans	94.0%	93.5%	93.8%
Black Americans	1.6	3.0	2.2
Hispanic American	1.6	.8	.9
Asian Americans	.7	1.0	.9
American Indians/Eskimos	.6	.9	.7
Nonresident Aliens	2.0	.7	1.5

<u>Graduate Students</u>			
White Americans	93.7%	97.1%	95.4%
Black Americans	1.0	1.0	1.0
Hispanic Americans	2.6	.8	1.7
Asian Americans	.5	.5	.3
American Indians/Eskimos	.6	.1	.3
Nonresident Aliens	1.7	.5	1.1

More recent ethnic counts indicate that the students come from all 50 states, with only about 30% of the total student population from Colorado. Students also come from 68 foreign countries.

FUTURE OF MULTICULTURAL EDUCATION

Multicultural education will probably continue to be an important component of undergraduate education at the University of Denver. The influence in graduate programs is likely to increase because of the need for teachers and other education personnel to work increasingly in culturally diverse situations. Teacher education faculty will be further sensitized to the need for multicultural education and skills, integrating the concepts

into their courses through seminars, workshops, and professional education meetings. Programs similar to the one for Saudi Arabian educators may be expanded to meet the needs of educators from other countries.

Chapter 13

BILINGUAL EDUCATION An Approach to Multicultural Education at the University of Miami

SIZE: 14,165
CONTROL: Independent
HIGHEST DEGREE OFFERED: Doctorate
1979-80 UNDERGRADUATE TUITION & FEES: \$3,823
CALENDAR SYSTEM: Semester
ADDRESS: Coral Gables, Florida 33124
CONTACT: Gil Cuevas, Coordinator of Bilingual Education

The University of Miami was chartered in 1925 by a group of citizens who felt that an institution of higher learning was a major need for the development of Coral Gables. They felt that a university offered a unique opportunity for developing inter-American studies, for furthering creative work in the arts and letters, and for conducting teaching and research programs in the scientific and technical problems of the tropics. The university today has fulfilled those expectations through academic programs and centers.

The university is located on a 260-acre tract in the southern part of Coral Gables, near the city of Miami. Although the population of Coral Gables is only 42,494, the population of the Miami metropolitan area is 334,859. Hispanics, mainly Cuban Americans, make up 34% of the total. The multiethnic population includes whites, Blacks, Haitians, Vietnamese, and persons from the Middle East.

The Dade County School District services the Miami and Coral Gables area, and the School of Education and Allied Professions works with the school district in the placement of student teachers. Most of the 106 elementary schools in the county have bilingual education programs or a bilingual component as a part of their total instructional program. The county has developed maintenance bilingual programs in seven elementary schools, and students at the junior high level can elect to maintain their native language. Languages included in the county's bilingual programs are Haitian/Creole, Vietnamese, Arabic, Russian, and Spanish. Except for Spanish, the tutorial approach is used with most students whose native language is not

English. All students in bilingual programs are expected to achieve English proficiency.

THE UNIVERSITY

The university is composed of one college and seven schools: the College of Arts and Sciences, School of Business Administration, School of Education and Allied Professions, School of Engineering and Architecture, School of Music, School of Marine and Atmospheric Science, and School of Continuing Studies. Postgraduate studies are administered under the Graduate School, Institute for Molecular and Cellular Evolution, School of Law, School of Medicine, Center for Advanced International Studies, and Urban and Regional Studies.

Commitment to Multicultural Education

By 1975 the School of Education and Allied Professions at the University of Miami had trained 90% of the Cuban teachers and principals for state certification through their Cuban Retraining Project. When the funding for this project had been exhausted, the administration of the School of Education felt that there was still a need to train teachers and administrators to work in bilingual schools. Thus, bilingual education was initiated with institutional funds. The program was developed by first conducting a needs assessment of the Title VII projects in the area. The master's degree in bilingual education was then developed. Although the program has expanded since then, and now includes projects that are funded with state and federal funds, the director and faculty teaching courses in the program are still supported with institutional funds. This support indicates a commitment to meeting the needs of the bilingual community where the university is located.

In addition, multicultural concepts appear to be integrated through several courses in the elementary education program, leading to the initial certification in Florida. Some faculty members are conducting research in areas related to multicultural education.

Almost all of the multicultural/bilingual programs are institutionally supported. Scholarships are provided by the U.S. Office of Education for the undergraduate program in bilingual education. Scholarships are offered to Hispanic and

Haitian students pursuing undergraduate degrees in education with specialization in bilingual/multicultural education.

Special Programs Related to Multicultural Education

The College of Arts and Sciences offers degrees in specific ethnic studies. Students can elect to minor in Black Studies or major in Hispanic American or Judaic Studies. Students preparing for certificates to teach can elect courses in these areas that would provide background in that aspect of multicultural understanding. Although these courses and programs are available, there is often no specific encouragement for an education major to elect such courses. Students in the bilingual education program, however, are encouraged to take some courses in Hispanic American Studies.

SUMMA Program

The Field Experiences Committee of the School of Education has developed the program SUMMA for students who wish to develop competence in an area beyond their teaching major. The purpose of this program is to give students experience in an area that may give them an advantage over other candidates when they begin seeking a job. Students can choose from six areas: (1) Multicultural Human Relations, (2) Environmental Education, (3) Clownmanship/Storyteller/ Entertainer, (4) Educational Media, (5) Learning Centers, or (6) Deviate Student Programming. Enrollment in the SUMMA Program is optional and must be in addition to the established programs leading to certification. Each student, with the assistance of a SUMMA faculty advisor, plans a sequence of experiences that leads to the development of the chosen specialty. Such experiences will be unique to the student's own needs. Experiences for students in Multicultural Human Relations might include the following:

1. Field experiences in a social agency such as the Puerto Rican Community agency.
2. Work experience as a waiter/waitress in a Cuban restaurant.
3. Total immersion language program experience in Monterey, Mexico at the Instituto Tecnologico de Monterey.

4. Enrollment in additional courses to provide academic background in the area.

Upon completion of the program and demonstration of the chosen specialty, the student will be awarded a Certificate of Achievement, and the area of expertise will be noted on the university transcript.

Outreach Programs in Bilingual Education

Specialized training in bilingual, multicultural education is offered by the School of Education to school districts in the southeast region of the United States. These credit and noncredit undergraduate, graduate, postgraduate, and leadership training courses are designed to meet the needs to those involved in bilingual education in these areas. The workshops, training sessions, short-term institutes, and special course offerings are designed to assist administrators and teachers in (1) the implementation of bilingual programs or (2) the incorporation of bilingual programs as an integral part of the curriculum. This program has primarily serviced local education agencies with Basic Title VII Grants for bilingual education programs. Three school districts, for instance, have subcontracted with the School of Education to provide training to school personnel. Courses for this program are offered off-campus, usually at local schools in the area being served.

One of these programs is conducted in Fort Meyer with the Lee County School District, where the bilingual program is conducted in Spanish/English. Participants in this program are paraprofessionals employed in the schools and working part-time toward a bachelor's degree from the University of Miami. The general studies component of this program is provided by the Edison Community College.

The second program is offered in Tarpon Springs in Pinellas County, where the bilingual program is conducted in Greek/English. The teachers, usually Anglo, and Greek paraprofessionals both participate in this program; credit is offered at graduate and undergraduate levels.

Immokalee in Collier County is the location of the third off-campus program where Spanish is the target language. Undergraduates in the program are paraprofessionals employed in bilingual classrooms in the school district. In addition, the school district has developed an intern program similar to the early Teacher Corp model. Seven interns work for the school district for two years while pursuing a graduate degree from the

University of Miami. Interns recruited for this program have usually just completed a bachelor's degree and are interested in working in a bilingual, multicultural setting. The intern program is in its third year of operation. Some members of the first group of interns have received their master's degree, and a few have remained in the area to continue to teach in local schools. This specialized program has also been offered at the Miccosukee Reservation, where the bilingual programs are conducted in Miccosukee/English.

Cooperative Bilingual Education Program with the Miami-Dade Community College

The university also cooperates with the Miami-Dade Community College to train bilingual education personnel at both the preservice and inservice levels in a program funded through Title VII of U.S.O.E.'s Office of Bilingual Education. This cooperative program allows for recruitment of students not normally inclined toward the university as a viable possibility. The community college has locations in the northern, central, and southern parts of the city, making it more accessible to students beginning their programs. The program in bilingual education at the community college is designed to form the foundation for the bachelor's degree in bilingual education. The program, since its initiation in 1976, has evolved to include four components: an A.A. degree program, a field service program, a support program, and a parent training program. Some courses are taught bilingually.

The degree program at the Miami-Dade Community College leads to an A.A. degree in Pre-Teaching with a specialty in Bilingual Bicultural Education. Students in this program earn 60-66 credit hours in a two-year or four semester program. The objectives of the program are to (1) sensitize the students to biculturalism, (2) lay the foundation for target and dominant language learning, (3) help firm up their decision to go into the teaching field, and (4) prepare students for employment in the school district as teacher assistants and/or continue their teaching career studies at a senior institution. Courses are designed so that students can transfer credits to the four year program at the University of Miami.

Education and related courses in bilingual education required by students working toward the A.A. degree in bilingual education include the following:

1. Introduction to Bilingual Education (including multicultural components)
2. Comparative Linguistics
3. American Culture (a contrastive analysis)
4. Cuban History (instruction in Spanish), Latin American History (instruction in English), or Haitian History (instruction in Haitian Creole).

Concurrent with their course of studies, all students must serve 120 hours in a bilingual, bicultural teaching situation as teachers' aides or helpers. This early field experience is designed to help the student acquire a practical background in bilingual situations.

The support-program component allows students with nonteaching career objectives to elect courses in this area as a part of thier general education program. The purpose of the parent training program component is to help parents of bilingual children become more involved in their children's education. This is done by (1) familiarizing the parents of students in catch-up programs with the teaching materials and methods used by the classroom teachers, (2) familiarizing all interested parents with the organizational set-up of the school district in order to expose ways in which school board policies can be affected by parents of bilingual children, and (3) familiarizing parents with the purpose and services of the bilingual office and programs. (Capote, et al.)

As a part of this cooperative program, the School of Education at the University of Miami offers the Bachelor of Science in Education with a specialization in bilingual education. Students with the A.A. degree from the community college can choose to work toward the teaching certificate in this program.

Title VII Program

The School of Education also has a Title VII grant from the U.S. Office of Bilingual Education to train paraprofessionals working in bilingual education for a teaching certificate. This Bachelor of Science in Education with a specialization in bilingual education is offered in elementary, secondary, and early childhood education. Most students in the program are teacher aides attending the university part-time. Thirty persons have now graduated with the bilingual specialization, and 61

students are now enrolled in the degree program. Many of the participants in this program entered as juniors and graduated from the Miami-Dade Community College.

National Origin Desegregation Assistance Center (Lau)

The Lau Center has been providing technical assistance in bilingual, multicultural education and related areas to school districts in a 13-state zone, including the District of Columbia. As a result of this involvement, a number of off-campus programs in bilingual, multicultural education have been developed. The focus of these programs has been to train local school staff in areas related to the instruction of limited-English proficient students.

Nassau, Central America and South America Programs

The School of Education offers both an undergraduate and graduate education program in Nassau. The program coordinator for the program is stationed in Nassau, but faculty from the School of Education travel there to hold classes at the College of the Bahamas. Doctoral students in this program must complete their residency in Miami before being awarded that degree.

Graduate programs are also offered in Central and South America. A master's degree in Bilingual Education is offered in Panama, Costa Rica, and Honduras. Workshops and faculty development activities are provided in Venezuela. Again, faculty from the School of Education travel to these locations to conduct classes.

Projects of the Past

In the past the School of Education has conducted other projects whose major emphasis was to provide training related to multicultural and/or bilingual education. A Teacher Corps project was operated at the university during Cycles I-VI. Prior to 1975, the Cuban Teacher Training Project provided courses for certification or the undergraduate degree in education for Cuban refugees.

Center for International Studies and the Research
Institute for Cuba and the Caribbean

The Center for International Studies develops and coordinates both instructional and research programs of the university in the international arena. This program and the Research Institute for Cuba and the Caribbean offers research opportunities for both graduate students and faculty at the university.

RESPONSES TO MULTICULTURAL EDUCATION IN
THE TEACHER EDUCATION PROGRAM

The following describes the multicultural education aspects of teacher education programs at the University of Miami in categories used in NCATE's Standards for the Accreditation of Teacher Education--governance, curriculum, faculty, and students.

Governance

The School of Education and Allied Professions administers seven program areas: administration, curriculum and instruction, education psychology, elementary and early childhood education, and health, physical education, and recreation. It also administers a Lab School located on the campus. This elementary school is operated jointly with the Dade County Schools and serves as a laboratory for university students. A Physical Fitness Clinic is also administered by the School of Education.

Degrees offered through programs in the School of Education include the Bachelor of Science in Education, the Master of Science in Education, the Master of Arts, a Specialist in Education, Doctor of Arts in Education, Doctor of Education, and Doctor of Philosophy in Education. All of the graduate degrees, however, are administered by the Graduate School.

Programs are offered for elementary, middle or junior high, or senior high certification. Programs are also offered in education-related fields of health, physical education, and recreation, human services, recreational leadership, recreational therapy, pre-art therapy, physical therapy, and selected studies. Students can choose to specialize in bilingual education at the undergraduate level and major in it at the graduate level. A

degree in English as a Second Language (ESL) is offered at the master's levels.

Curricula for Preservice Programs

All students majoring in education are exposed to some aspects of multicultural education in the course "Introduction to Education." Required of all preservice teachers, this course must be passed to gain admission to the School of Education. The course provides a historical and sociological analysis of the school in American society, including the school's responsiveness to social, economic, and political change.

Aspects of multicultural education are presented in at least 13 of the 29 class sessions (four of them devoted to testing or counseling activities) by at least one professor who taught this course. These 13 sessions are outlined in his syllabus as follows:

1. General introduction to the course. Outline of requirements. Education as defining the values and traditions of a culture. Education as defined in the context of this course--the work of the French sociologist, Emile Durkheim. Models of ideal man. Education as evidence of a culture. Historical and sociological sources in education. Written records, photographs, physical and observational sources.
2. Vulnerability and Sham in Education. The work of the educational anthropologist, Jules Henry. The possible purposes of education in a culture--speculations of social theorists. Cross-cultural comparisons of education and childhood. Children in contemporary culture.
3. Radical and Romantic Critics of Education. Deschooling Society. Radical contemporary critics of modern education. The ideas of Ivan Illich, Paulo Freire--education as cultural imperialism. Kozel, Herbert Kohl--romantic critics of the late 1960's. Education and class stratification. The Great School Myth. Revisionists' interpretations of the role of schooling in American culture. Is education a vehicle of social mobility? Historical and contemporary models. The School as a Selecting and Sorting Mechanism. 1957 launching of Sputnik--the schools and academic tracking. Social and political implications.

4. Education and the Separation of Church and State. Historical explanation for the traditional separation of education and religion. Anti-Catholicism and American education. The origins of Catholic Parochial education. Contemporary issues.
5. Myths of Industry and Culture. The myth of the self-made man, as an ideal in children's literature. The work of Horatio Alger.
6. Educational Opportunities for Women During the Eighteenth and Nineteenth Centuries. Domestic education and the role of women during the 18th and 19th centuries. Increasing opportunities for women at the secondary and university level during the 19th century. Sexism in contemporary education. Sexual bias in textbooks and the classroom.
7. Racism: A Theoretical and Historical Analysis. Theories of racial classification. Carl Linnaeus. Systema Naturae (1735). Charles Darwin, The Origins of the Species (1859). Evolutionary versus environmental arguments concerning race. Racial and ethnic identity as being ultimately developed and learned. Studies on the nature of prejudice in children. What are the causes of ethnic and racial prejudice? Implications and discussion.
8. Black Education in the United States. Educational opportunities for Blacks during the 18th and 19th centuries. The work of Booker T. Washington and W.E.B. DuBois. The Civil Rights Movement. Brown vs. Topeka (1954). Other important Supreme Court Cases. Education as the focal point of reform. Protest and change in the 1960's.
9. Education and the Immigrant Experience in America. America as a nation of nations. Immigrants in the 18th century. The 19th century experience. Review of earlier lecture and discussion. The establishment of immigrant quotas in the early 1920's. The rejection of ethnics during the first half of the 20th century. Education as a vehicle of assimilation--Italian immigrants in New York City--the ideas and experience of L. Covello. Implications for contemporary culture.
10. Cultural Pluralism. Definition of cultural pluralism--the myth of cultural deprivation. The problem of identity and assimilation. Black dialect and culturally specific knowledge. Culturally adjusted intelligence exams. Bilingual Education. Arguments in

favor of bilingual education--causes of opposition. The need for a pluralistic culture. Bilingual groups in American culture. Hispano-Americans, the Gypsies, Poles, Lithuanians and others.

11. Cubans and other Hispanic Americans. American imperialism and Cuba in the late 19th century--the imposition of American values on Cuban culture. Implications. Cuban immigration to the U.S. after Castro--the establishment of a new ethnic identity. Puerto Rican immigration to the U.S during the 1950's and 1960's. Mexican immigration. Stereotypes and problems of the individual Hispanic population.
12. Ethnic Isolation in American Culture. The Amish experience in America. Opposition to assimilation and technology. Religious origins of the Amish tradition. Conflict between public and private values in education and culture. Gypsy culture--insiders and outsiders. The Gypsy and the Gaje--isolation and assimilation. Surviving in the culture and maintaining ethnic integrity.
13. The Education of American Indians. Cultural Imperialism and the Bureau of Indian Affairs during the 19th century. Cultures in conflict--contemporary problems relating to the education of native Americans. (Provenzo, 1979)

Besides this course, attention to multicultural education occurs primarily in the programs for elementary and early childhood education. At least four courses are taught from a multicultural perspective or contain multicultural content: History and Trends in Literature for Children and Adolescents, Comparative Study of Programs for Young Children, Philosophies and Trends in Early Childhood Education, and Elementary Education.

In History and Trends in Literature for Children and Adolescents, at least two class sessions are devoted to aspects of multicultural education. The topic of one session is "The Female." This session includes an examination of stereotypes and the racism and sexism in children's books. The second session examines Blacks and American Indians as portrayed in the literature.

Comparative Study of Programs for Young Children is offered as a part of the early childhood program. It is a comparative analysis of early childhood education in the United States, Canada, Mexico, South American countries, England, Scandinavia, Western and Eastern European countries, African states, Israel,

Australia, Japan, Thailand, India, Hong Kong, and the Philippines. Programs in these various countries are studied in terms of their cultural traditions and their respective political and socioeconomic conditions .

Another early childhood course, Philosophies and Trends in Early Childhood Education, examines contemporary research and innovative practices in early childhood education from historical and philosophical perspectives. Topics addressed include sexism and sex stereotyping, bilingual and bicultural programs, programs for migrant children, and young children's racial awareness.

Required during the student teaching semester, Elementary Education includes field visits to a migrant camp, an inner-city Black church, an inner-city school, and the juvenile justice court. During this course, students study and discuss the life styles of Black and Chicano families, language differences among children, and biographies of minorities. Students also compare prices in a ghetto store with those in a suburban store, develop a bibliography of children's literature, compare Black and white magazines, and develop lesson plans that focus on effectively using what is often viewed as negative classroom behaviors as classroom strengths.

The Dade County School Board requires that all student teaching in the country be completed in Title I schools, so that students gain experience with students who attend those schools. Thus, all preservice teachers are likely to have student teaching experiences in multiethnic and bilingual schools.

The Bilingual Specialization

The state of Florida does not currently offer certification in bilingual education, but students can earn a bachelor's degree in elementary, secondary, or early childhood education with a specialization in bilingual education. Students in this program must demonstrate proficiency in English and another language, and are encouraged to take courses in sociology, anthropology, and foreign language departments.

Students selecting this specialization complete the required courses in bilingual education as part of their elective requirements. Five courses are offered plus three additional courses for increasing one's proficiency in Spanish/English. (Students are exempt from these three courses if their proficiency in Spanish/English can be demonstrated). These courses include the following:

1. Introduction to Bilingual Education

Introductory course to bilingual education. Ways in which bilingual schools may be organized; history and rationale for bilingual education, and overview of methodology in the curriculum content areas taught in the venacular.

2. Principles of Spanish Language Arts Teaching in Bilingual or Transitional Programs I

To provide the students with an indepth understanding of Spanish grammar and composition to facilitate their ability to relate this knowledge of content to the use of materials, and the teaching of Spanish language arts in the elementary school.

3. Principles of Spanish Language Arts Teaching in Bilingual or Transitional Programs II

To provide the students with an indepth understanding of Spanish geography, art, culture, history, and thought in order to facilitate their ability to relate this knowledge of content in the use of materials and the teaching of Spanish language arts in the elementary school.

4. Oral Communication

The course will be directed to oral communication needs of teachers as they communicate with English-speaking children. Objective is the development of communication skills in English.

5. Methods and Materials for Teaching ESOL

The teacher will develop skills in applying a variety of methods of teaching English for Speakers of Other Languages in the elementary school. The teacher will be able to identify and use appropriate ESOL materials, K-12. Rationale for ESL curricula and programs, types of bilingual and multicutural educational situations, as well as methodology and materials for language teaching will be stressed.

6. Methods of Teaching Spanish Language Arts and Reading in the Elementary Schools

The teacher will develop skills in applying a variety of methods of teaching Spanish Language Arts and reading in Spanish in the elementary schools. Techniques for

teaching Spanish as a foreign language will also be included. The teacher will be able to identify and use appropriate Spanish language arts materials and reading materials, K-6. Rationale for Spanish language arts curricula and Spanish reading curricula and programs, types of bilingual and multicultural educational situations, as well as methodology and materials for reading and language arts teaching will be stressed.

7. Early Childhood Education in Bilingual/Multicultural Societies

The primary aim of this course is to promote understanding of the differences in cultural values and expectations within homes of different cultures. Inherent to the development of this understanding is a review of the research on the effect that early bilingualism has on the child's intellectual processes, emotional development, creativity, and attitudes towards his or her family, peer group, community, and self. Early childhood education in bilingual and multicultural societies in other parts of the world will be examined in relationship to the developing American approach to bilingual education.

8. Principles of Curriculum, Materials, and Teaching Strategies for Content Courses in Bilingual Education

The teacher will demonstrate ability in construction of materials designed to increase student's ability in basic skills and other content areas of bilingual education. Bilingual materials development and use will be related to the major principles/phases of elementary school education and curriculum theories as they apply to bilingual children. Specifically designed teaching strategies will be examined in order to facilitate learning in children from multicultural and bilingual backgrounds. Special emphasis will be placed on the creative use of children's cultural experiences in the selection of content and teaching methodologies in math, science, and social studies.

Judaic Studies Emphasis

Education students can also earn a B.S. in Education with Emphasis in Judaic Studies. This program is a regular sequence leading toward certification in Social Studies in secondary school and teaching of courses in Judaic Studies. This program

qualifies teachers to teach in general studies departments of Jewish Day Schools, supplementary Congregational Schools, or in supplementary high schools specializing in Judaic Studies. Students with elementary education majors can elect a similar program emphasis.

Curricula for Advanced Programs

Five master's degree programs in Bilingual/Multicultural Education are offered at the University. These include:

1. M.S.--Bilingual/Multicultural Education.
2. M.S.--ESOL.
3. M.S.--School Administration with a specialization in Bilingual/Multicultural Education.
4. M.S.--Secondary Education with a specialization in Bilingual/Multicultural Education.
5. M.S.--Adult Bilingual Education.

Although English is the predominant language of instruction for these courses, some of the courses for the bilingual education major are taught bilingually in Spanish and English. Samples of K-12 instructional materials in Spanish and Vietnamese are available for review and use in these courses.

Students in the Bilingual/Multicultural Education program are required to take the following graduate courses:

1. Essentials of Education Research (five credits)
2. Psychological Bases of Education (two credits)
3. Education in American Society (two credits)
4. Curriculum Planning--Bilingual Education Curriculum Models; Secondary and Elementary Curriculum Development (three credits)
5. Planning for Organization and Instruction in Bilingual Education (three credits)
6. Sociocultural Factors Affecting Education (three credits)

7. Minority Speech Patterns in America (three credits)
8. Field Experience in Bilingual Education (three credits)
9. Electives (10 credits).

Additional courses have been developed as a part of the Specialized Training Program in Bilingual/Multicultural Education offered to school districts in off-campus programs. These offerings include the following courses:

1. Teaching Reading and Language Arts in Spanish, Greek, Haitian, or Miccosukee
2. Teaching Science and Mathematics in Bilingual Programs
3. Methods and Materials for Teaching Social Studies in Bilingual Programs
4. Planning for Organization and Instruction in Bilingual Education
5. Cross-Cultural Bases of Bilingual Programs
6. Human, Material, and Organizational Resources for Implementing Bilingual Programs in Florida and the Southeast
7. The Bilingual Child's Language Development
8. Fine Arts: A Multicultural Interdisciplinary Course for Bilingual Programs
9. Affective and Values Education in Bilingual Multicultural Programs
10. Organizational Development of Bilingual Program
11. Planning, Implementing, and Evaluating a Transitional Bilingual Education Program.

Participants in these inservice programs can apply for admission to the graduate program at the university, then apply these courses toward the master's degree in Bilingual/Multicultural Education.

Faculty

The School of Education has 67 full-time faculty members. The ethnic/racial make-up of the faculty is 92.1% white, 3.2% Black, and 4.8% Hispanic. The Bilingual Education Program includes two full-time equivilancies. The program director spends part of his time on federal- or state-funded projects. Adjunct instructors in the program include two persons employed full-time by the Dade County Schools. Other faculty teaching courses in bilingual education are regular members of the faculty selected for the assignment by the appropriate department chairperson.

Many faculty members have had experience teaching overseas. Their experiences have helped them to become more sensitive to cultural and socioeconomic differences of students. Some of the faculty are involved in Spanish and Portuguese language classes. In addition, the elementary education department is developing a multicultural experimental day-care center, to be located in a multiethnic area of the city.

Some faculty members are conducting research related to bilingual education and other equity issues. Two studies on bilingual needs and assessment being conducted now are "The Study of Mathematical Concept Development of First Grade Bilingual-Monolingual Students" and "The Generalizability of Mathematics Achievement Scores for Bilingual Education Students."

Students

The student population is multiethnic, with Hispanic students making up the largest minority population. The following chart shows the race/ethnic and sex make-up of the student population (based on OCR figures for 1976):

<u>Undergraduate Students</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
White Americans	75.5%	75.5%	75.5%
Black Americans	4.4	7.4	5.7
Hispanic Americans	13.6	13.3	13.5
Asian Americans	.6	.5	.6
American Indians/Eskimos	.2	.3	.3
Nonresident Aliens	5.6	2.9	4.5

Graduate Students

White Americans	77.9%	78.9%	78.3%
Black Americans	3.6	5.3	4.2
Hispanic Americans	6.4	10.4	8.0
Asian Americans	1.1	.5	.8
American Indians/Eskimos	.2	.2	.2
Nonresident Aliens	10.8	4.8	8.4

Currently, there are 61 undergraduates in bilingual education programs and 50 graduate students in these programs. The majority of students choosing a bilingual emphasis are Cuban Americans. Other minority students participating in these programs include 13 Greek paraprofessionals, two Greek teachers, three Vietnamese paraprofessionals, four Haitian paraprofessionals, three Miccosukee teachers, and one Israeli paraprofessional.

FUTURE OF MULTICULTURAL EDUCATION

As long as there is a need in the immediate community for bilingual teachers and administrators, the university will support the program with institutional resources. Current needs in Dade County and the state make it likely the program will expand in the next few years, especially in the number of students selecting the program. In addition to the programs now supported with noninstitutional funds, the School of Education may initiate at some point a fellowship program in bilingual education at the graduate level. Additional research topics on bilingual education and other equity issues are likely to be developed and conducted by both faculty and graduate students in the next few years.

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Chapter 14

BILINGUAL EDUCATION AND INTERNATIONAL PROGRAMS An Approach to Multicultural Education at the University of the Pacific

SIZE: 6,173

CONTROL: Independent

HIGHEST DEGREE OFFERED: Doctorate

1979-80 UNDERGRADUATE TUITION & FEES: \$5,050

CALENDAR SYSTEM: 4-1-4

ADDRESS: Stockton, California 95211

CONTACT: Augustine Garcia, Director of Bilingual Education

The University of the Pacific became the first chartered higher education institution in California when pioneer Methodist ministers established it in 1851 in Santa Clara. The institution was later moved to San Jose, and in 1924 to its present site in Stockton. With its early western roots, the institution had a number of firsts to its credit. It established the first West Coast medical school in 1858, which later became a part of Stanford and today is the Pacific Medical School in San Francisco. In 1871 the university became the West Coast's first coed institution; in 1878 the first conservatory of music was established; and it was the first university to develop "cluster colleges." The School of Education was established in 1924, the year the institution moved to Stockton.

The wooded campus is located in Stockton, a city of about 150,000. With San Francisco to the west and Lake Tahoe, Yosemite, and the Sierra Nevada country to the east, Stockton lies in the Central Valley of California. The city is surrounded by farms, orchards, and ranches in the delta region of the valley. For its size the city has a broad multiethnic character, including minority populations of Blacks, Hispanics (mainly Chicano), and Asian Americans (Filipino, Chinese, Vietnamese, Japanese, Indonesian, and Indian backgrounds).

THE UNIVERSITY

The university is composed of two liberal arts colleges, seven professional schools, and a graduate school. Students enrolled in one college, however, often develop interdisciplinary programs that allow them to take a number of their courses in other colleges. Students in the professional schools complete their general education requirements through courses from one or more of the liberal arts colleges.

The two liberal arts colleges are the College of the Pacific and Elbert Covell College. The college of the Pacific has four main academic areas: humanities, social sciences, behavioral sciences, and mathematics and sciences. Students in this college may choose a major from 50 areas of study. Field experiences in off-campus internships in the area and overseas study in Europe, Asia, or Latin American can complement a student's program in this college.

The Elbert Covell College provides a bilingual (Spanish/English) university education in a Latin American atmosphere. The principal language of instruction in this college is Spanish. Students earn a bachelor's degree in Inter-American Studies.

The seven professional school schools are the Conservatory of Music, School of Engineering, School of Pharmacy, School of Business and Public Administration, School of Education, School of Dentistry (San Francisco), and the McGeorge School of Law (Sacramento).

Commitment to Multicultural Education

It is expensive to attend this private university, but the university feels that it is important to maintain a student population that is multiethnic and representative of all socioeconomic levels. To achieve this goal, financial aid is available for many students, including those from middle-class families. Sixty-five percent of the students at the university qualify for some form of financial aid. The university invests over half a million dollars annually in scholarship and other assistance to graduates of Stockton high schools, so they can attend the university. This Community Involvement Program (CIP) has allowed local minority students the opportunity to attend the university.

More than two decades ago, with support from the Rosenberg Foundation, the university initiated a program for preparing minority students for teaching. During that period the first bilingual college in the United States, Elbert Covell College, was established at the university.

More recently the university has used federal funds to develop a graduate program for potential educational leaders bilingual in English and either Spanish, Chinese, or Filipino. Both M.A. and doctoral programs with major concentration in bilingual/cross-cultural education have been initiated and are in operation within the School of Education. In addition, a bilingual interdisciplinary M.A. in Inter-American Studies has been in operation for more than 15 years. Without continual institutional support and resources, these multicultural programs could never have developed.

The university's commitment to multicultural education is indicated in the way in which it has incorporated minority persons implementing the bilingual education program into the regular teacher education faculty. All four faculty members teaching part-time in the bilingual education program are from minority groups--Chicano, Filipino American, and Chinese American. Although the bilingual program is primarily supported by noninstitutional funds, three of the four faculty members were hired in tenure-track positions. Attached to a department in the School of Education, all teach courses part-time for that department while maintaining their part-time assignments in bilingual education.

An effort is now underway by the administration and faculty in the School of Education to review all course offerings for multicultural content. This will encourage the integration of multicultural concepts throughout the teacher education program rather than their being concentrated in bilingual cross-cultural courses.

Special Programs Related to Multicultural Education

The various colleges in the university offer courses and programs related to multicultural education. These include Black Studies, International Relations, Religious Studies, Urban Studies, and Women's Studies. A number of special programs that provide either content background or experiences in multicultural education are available through the School of Education and other units of the university as described below.

Bilingual Education Program

Two programs in bilingual education are offered by the School of Education with support from Title VII of U.S.O.E.'s Office of Bilingual Education. The Bilingual Fellowship Program provides fellowships to 36 doctoral students bilingual in Spanish, Filipino, or Chinese.

The second program is operated cooperatively with the Stockton Unified School District. As a part of the school district's Basic Title VII grant, the university provides the training component for teachers, administrators, and paraprofessionals working in the bilingual programs of local schools. Participants in the program can work toward the bachelor's degree, a specialist, or master's in Bilingual/Cross-Cultural Education. This program was initiated in 1973.

Teaching in Mexico City

This option is offered by the School of Education as a student teaching experience. Students intern at the American School Foundation campus in Mexico City--a private bilingual school. The student teaching may be conducted in English or bilingually.

International Programs

Students can choose to gain international experience through several programs. The Elbert Covell College offers two winter term courses in Sonora, Mexico and a one semester program in Costa Rica. Through the Institute of European Studies, students can choose to study for a semester or year at one of seven different European university campuses. Students would choose to study in England, France, Germany, Spain, or Austria for this program. Students majoring in international studies might select the United Nations Semester offered through Drew University (in New Jersey) at the United Nations. These students might also choose semester programs in Brussels or London.

Study abroad programs are also scheduled for the one month winter term. In the past, these have included such courses as "Ernest Hemingway in Spain," "Charles Dickens in England,"

"Cross-Cutlural Studies in Hawaii," and "European City as Home in Munich, Vienna, and Berlin."

Except for the winter term courses abroad, these international programs cost little more than the regular on-campus program. This makes such experiences accessible to all students attending the university.

Pacific Folk Dance Camp

The Pacific Folk Dance Camp is offered every year early in the second summer session for teachers, recreation leaders, therapists, folklorists, and dance enthusiasts. Instructors for this camp are nationally recruited, and participants come from all over the world.

Projects of the Past

The School of Education conducted a Teacher Corps Project for ten years, being the first institution to have an undergraduate Teacher Corps program. During the early 1970's, the School of Education also developed a program to train minorities employed in the Stockton school district for administrative positions. Many minority administrators in the local area received advanced degrees and credentials in administration through this program.

STATE REQUIREMENTS FOR CREDENTIALING AND MULTICULTURAL EDUCATION

Because California's requirements for credentialing at the initial level are much different than those of most other states, they are briefly mentioned here. Professional education in California is limited to "not more than one-fifth of a five-year program." One-half of the total units in professional education must be student teaching. Student teaching is defined as "one semester of full-time experience." Students can earn either a single subject credential or multiple subject credential. For a more detailed description of the credentialing requirements, see the case study for San Diego State University.

RESPONSES TO MULTICULTURAL EDUCATION IN THE TEACHER EDUCATION PROGRAM

The following describes the multicultural education aspects of teacher education programs at the University of the Pacific in categories used in NCATE's Standards for the Accreditation of Teacher Education--governance, curriculum, faculty, and students.

Governance

The School of Education includes four departments: Curriculum and Instruction, Social Foundations of Education, School Administration and Supervision, and Educational and Counseling Psychology. The School of Education also administers a Reading Clinic that provides educational clinical services for children, adolescents, and adults referred there for services; and a Speech and Hearing and Language Center for individual and group therapy.

The baccalaureate degree, master's degree, Specialist in Education, and Doctor of Education are offered through course work in the School of Education. Preliminary and "clear" credentials can be earned for either the Multiple Subject Credential or Single Subject Credential. Programs for the Single Subject Teaching Credential are available in art, business, drama, communication arts, English as a Second Language (ESL), English, French, German, Spanish, life sciences, mathematics, music, physical education, physical sciences, chemistry, physics, geology, history, political science, sociology, psychology, anthropology, economics, or geography.

At the graduate level, specialist credentials can be earned in special education, reading, early childhood education, and bilingual/cross-cultural education. Credentials can also be earned for pupil personnel services, school psychologist, and administrative services.

The teacher education program is coordinated by an All-University Council on Teacher Education. Membership of this council is broadly representative of the colleges and schools of the university.

According to the School of Education's bulletin, the goals of the School include the following:

1. Prepare competent personnel for service in public and private elementary and secondary schools.
2. Provide programs for the inservice growth of experienced school personnel so that they may update and upgrade their understandings, knowledge, and skills in a rapidly changing educational enterprise.
3. Provide educational leadership in cooperation with all those agencies engaged and interested in schools.
4. Engage in and promote research leading to better public education.

Curricula

General Studies

The general studies of the university was recently reviewed and redesigned to provide students with opportunities to achieve eight goals through general education courses. A process is underway to determine what courses from the various colleges might be taken by a student to meet each of these goals. Following are goals that have been proposed to meet general studies requirements:

1. Understanding Individual and Interpersonal Behavior. The capability to adapt and to learn from experience, the motivation to excel, and the ability to work with others depend upon an understanding of oneself and an accurate perception of others. Courses should enable students to: (a) understand basic concepts and theories used to explain individual behavior; (b) understand basic concepts and theories used to explain interpersonal behavior; and (c) increase their understanding of the psychological, biological, ethical and/or social bases of their own behavior and their interactions with others.
2. Values in Decision--Making. It is important to recognize that the actions and decisions of individuals relate to their personal values. Self-understanding is enhanced through the examination of values and how these are revealed in action. It is equally important for persons to recognize the relationship between their values and the ethical and moral expectations of a society or culture. This understanding strengthens the

individual's ability to act on principle and preserve personal integrity. Courses should enable students to: (a) understand the role of values in their own actions and decisions, (b) understand the role of values in the actions and decisions of others, (c) understand the relationship between their own values and the ethical and moral expectations of a society or culture, and (d) understand the value dilemmas faced by individuals in decision-making.

3. Creativity: Participation and Analysis. Creative expression is an integral and necessary part of the human experience. Analyzing and understanding creative endeavors from historic and contemporary perspectives and participating in creative processes are important dimensions of liberal learning. Courses should enable students to: (a) participate in a creative process or learn how to analyze creative processes from a selected theoretical perspective, (b) develop an informed appreciation of creative thinking and performance, (c) understand the theories and styles of creative expression, (d) understand the importance of creativity to society, and (e) develop greater self-awareness and self-confidence in respect to personal creativity.
4. Communication: Writing and Speaking. The ability to express ideas, opinions, and feelings clearly and effectively are essential qualities of an educated person. Speaking and writing with purpose and style, and listening and reading with comprehension are prerequisite to fulfillment of personal and career goals. Courses should enable students to: (a) understand the principles and conventions of standard written and oral English, (b) develop skill in writing and speaking purposefully with an appropriate style, (c) read with accurate comprehension, and (d) listen accurately and responsively to others.
5. Solving Problems: The Basis of Independent Learning. A primary educational objective is to develop the individual's abilities to recognize problems, to organize the resources and tools necessary to solve problems, and to evaluate the appropriateness of solutions. Persons possessing these abilities have a foundation upon which they can exercise initiative and independence in learning. Courses should enable students to: (a) understand how problems are identified and clarified, (b) learn how to select appropriate methods for problems solving and hypothesis testing, (c) learn how to determine the appropriateness of various methods of problem solving and how to recognize the

possible sources of error in each method, (d) understand the need to set goals and establish a plan of investigation in the process of solving problems, and (e) develop the attitudes and skills necessary for appropriate self-evaluation.

6. The Nature and Impact of the Natural Sciences. Many aspects of contemporary life are influenced by scientific discoveries and technological developments. It is important that students have some understanding of their natural world, the impact of science on their personal lives, and the problems and prospects of a technological society. Courses should enable students to: (a) understand the basic content, methods, and theories of a scientific discipline, (b) learn how to apply the scientific method in developing and testing hypotheses, and (c) understand the impact of science and technology on the natural and social orders.
7. Order and Change in Societies. As responsible citizens, students should understand the forces that shape societies--their own and others. Rational thought and action require insight into the economic, political, social, and religious institutions that characterize social systems and foster social change. Courses should enable students to: (a) understand how information concerning economic, political, social, and religious conditions is obtained and used in the analysis of societies; (b) understand the need for historical perspective in the analysis of social order and change; (c) understand the interrelatedness of various aspects of a social system; and (d) understand how various aspects of social systems influence the behavior of individuals.
8. The Forms and Influence of Culture. Communication, trade, and transportation have fostered global interdependency and cross-cultural exchange. In this context, it is important for students to understand and appreciate other cultures as well as their own. Courses should enable students to: (a) understand concepts and theories of culture, (b) understand how elements of culture interact to influence behavior, and (c) learn about cultures other than their own.

As mentioned earlier, courses and programs related to aspects of multicultural education are offered in various colleges. The Sociology Department, for instance, offers courses in culture and society, social inequality and change, and urban, demographic, and ecological processes. One of the courses offered in Women's Studies is titled "Women Across Cultures."

The emphasis of this course is on major characteristics of preindustrial and industrial social structures in various cultures and their impact on the role of women. Topics studied in that course include the position of women in the family, concepts of child-bearing according to sex, attitudes of the education of women, sexism in textbook and resource materials, women and the work force, women as transmitters of culture, women and political power, and women as agents of change.

Professional Studies

Six courses in professional studies leading toward a "clear" credential are offered by the School of Education: Foundations for Teaching, School and Community, Learning and the Learner, Reading Instruction, Curriculum and Instruction, and Student Teaching. The School and Community course investigates social processes within the school and its environment. Students work on a daily basis in local classrooms as an assistants and meet as a class on campus two hours weekly. Students who can show that they have worked in the instructional programs of a school for at least 100 hours subsequent to high school may take the Foundations for Teaching course instead. Professors teach the course from a cultural anthropological perspective, integrating many aspects of multicultural education through the content.

Seven of the required 14 weeks in student teaching must be conducted in a school with a minority population of 25%. Students specializing in bilingual education must spend half their total student teaching in a bilingual classroom.

Courses related to multicultural education are offered at both the undergraduate and graduate levels. Aspects of multicultural education are also integrated into the content of other courses. Those courses that can be identified as specifically examining aspects of multicultural education include:

1. Comparative Education
2. Education and Culture
3. Seminar: Social Class Effects in Education
4. Seminar: Cultural Basis of Conflict in Education
5. Advanced Methods Curriculum and Reading in Bilingual Schools

6. Advanced Field Work in Bilingual Education
7. Advanced Field Work in Cross-Cultural Education
8. Seminar: Second Language Pedagogy for Bilingual Education
9. Seminar: Contrastive Analysis of English and Major Chinese/Philippine Dialects
10. Seminar: Contrastive Analysis of English and Spanish
11. Seminar: Curriculum Development for Bilingual and Cross-Cultural Education
12. Behavior Dynamics in Counseling Across Cultures
13. Child Development Across Cultures
14. Counseling and Testing Across Cultures
15. Educational Leadership
16. Seminar: Cultural Diversity and Educational Administration
17. Seminar: Administrative Issues in Bilingual Education.

Bilingual/Cross-Cultural Education Program

Students seeking the multiple subject credential can choose to have an emphasis in bilingual/cross-cultural education. At the University of Pacific, this program includes the following components:

1. Knowledge of a language and culture other than English/Anglo is expected at entry to the extent that a candidate upon credentialing will be able to meet the requirements of the Certificate of Competency examination. Students must be competent in Spanish, Chinese, or Filipino.
2. The student is expected to include in the degree and waiver programs a development of subject matter with bilingual emphasis. This emphasis must include a theme of five courses chosen in conference with an advisor. This theme may be a preprofessional concentration from the School of Education, intensive language development

from the Modern Language Department, or English as a Second Language major from the Elbert Covell College.

3. The student must have at least 100 hours of early field experience that includes exposure to multicultural classrooms and limited English-speaking students.
4. The courses (1) Curriculum and Instruction and (2) Learning and the Learner have special sections that require bilingual field work.
5. The course Reading Instruction has a section on reading field work in two languages.
6. The semester of student teaching includes one assignment in a bilingual classroom with concomitant assignments in the target community.

Staff, facilities, and materials already in place are made available for existing programs, including advanced credentials for bilingual educators and cross-cultural baccalaureate programs. Students with the bilingual emphasis are also given numerous out-of-class opportunities for cross-cultural growth and development through university and community activities and resources.

The program is monitored and counseled by existing advisory groups, one on basic teacher education and one on bilingual education. Both have representatives from target populations, parents, professionals, and students.

Students at the graduate level can earn a specialist or a master's degree in bilingual/cross-cultural education. Students working on a specialist or master's degree in this area must be fluent in one of the languages of a California minority group. As a part of their program, they are required to complete 14 units of a cultural component and 12 units of a teaching component. The following courses might be selected to meet the cultural component:

1. History of Mexico
2. History of Latin America
3. California Under Spain and Mexico
4. Spanish Borderlands Frontiers
5. The Chicano Child
6. The Mexican-American in Contemporary Society
7. Seminar: Social Class Effects in Education
8. Seminar: Cultural Basis of Conflict in Education
9. Child Development Across Cultures
10. Psychology and Social Differences
11. Language and Social Differences

12. China in Transition
13. History of Chinese Thought
14. Peoples and Cultures of South East Asia.

Courses that can be taken to meet the Teaching Component requirement include:

1. Advanced Methods Curriculum and Reading in Bilingual Schools
2. Advanced Field Work
3. Teaching the Culturally Different Child
4. Seminar: Curriculum Development for Bilingual and Cross-Cultural Education
5. Analysis of Bilingual/Cross-Cultural Education Programs
6. ESL--Contrastive Analysis: Reading and Writing Skills
7. English for Spanish-Speaking Children
8. Phonetics and Phonemics
9. ESL--Contrastive Analysis: Audio-Linguistic Skills
10. Seminar: Second Language Pedagogy for Bilingual Education
11. Introduction to Bilingual Education.

At the doctoral level students majoring in Administration, Pupil Personnel Services, School Psychology, or Curriculum and Instruction also can select an emphasis in bilingual education.

Faculty

The Bulletin for the School of Education lists 39 faculty members. Eight of these are women, two Chicano, one Filipino American, two Chinese American, and one Black. Thus the teacher education faculty is 20% female and 15% minority.

Faculty for the Bilingual Education Programs are all attached to a department (Administration, Foundations, or Curriculum and Instruction), and most teach some courses for that department. The Bilingual Program also draws on faculty from the Elbert Covell College and the Raymond-Callison College as well as

other faculty who speak Spanish or Asian languages.

Faculty members in the School of Education have gained experiences in multicultural education through several sources. About 60% of the faculty members have some type of overseas experience. Others have been sent to related conferences in different parts of the United States. Others participate mostly in seminars on multicultural education in which doctoral students present research findings and interact with the faculty from education and other areas.

Students

The student body at the University of Pacific is multiethnic in make-up. Nearly half the students enrolled in the Elbert Covell College are from Central or South America. Approximately 300 students in the university come from more than 60 foreign countries. Nine Iranian students are enrolled in the doctoral program in education. The ethnic/racial composition of the undergraduate and graduate student body is shown below (from OCR figures for 1976):

<u>Undergraduate Students</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
White Americans	84.1%	83.7%	84.0%
Black Americans	2.0	3.5	2.6
Hispanic Americans	3.2	3.0	3.2
Asian Americans	10.3	9.5	10.0
American Indians/Eskimos	.3	.2	.3

Graduate Students

White Americans	72.0%	77.4%	75.0%
Black Americans	3.4	4.1	3.8
Hispanic Americans	14.2	7.2	10.4
Asian Americans	9.2	10.4	9.8
American Indians/Eskimos	1.1	.9	1.0

A number of student clubs and organizations have been established around cultural or ethnic ties or themes. These include the Asian Alliance, Associated Jewish Students, Black Student Association, Club de Hispano, Chinese Student Association, International Students Association, MECHA (Movimiento Estudiantil Chicano de Aztlan), Pacific Model United Nations Association, Associated Filipino Students, and Women's Union.

The university has a learning center that offers personalized instruction in the improvement of reading efficiency, vocabulary, writing, and language skills for students desiring such assistance. Individual tutors are also available for specific course assistance.

FUTURE OF MULTICULTURAL EDUCATION

With the change in the general studies requirements for all students, more students will be gaining knowledge and skills for cross-cultural understanding. Because the need for education personnel with bilingual education skills is likely to increase over the next few years, that program will remain a strong, viable component of the School of Education. Efforts to integrate multicultural concepts throughout the teacher education program will continue. Since faculty members hired initially to implement the bilingual education program are all in tenure-track positions, the faculty in the School of Education will remain multiethnic--a factor that indicates commitment to multicultural concepts in the total teacher education program.

Chapter 15

MULTICULTURAL TEACHER EDUCATION: A SUMMARY OF CHARACTERISTICS AND APPROACHES

The 13 programs described in this document are exemplary in one or more aspects. Norfolk State University, San Diego State University, and St. Olaf College come the closest to integrating multicultural concepts throughout their preservice programs. Ohio State University has developed a core program that includes multicultural content; it will be required by all teacher education students. Fairfield University, San Diego State University, University of Miami, and University of the Pacific offer graduate degrees in bilingual education. San Diego State University, with Claremont Graduate School, offers a doctorate with a multicultural emphasis. At Ball State University undergraduate and graduate students can elect a minor in multicultural education. The University of Denver is developing both a global and multicultural perspective in teacher education, especially at the inservice level. Mercer University integrates multicultural concepts into a field-based program for elementary education majors. Most of the 13 institutions include field experiences in culturally diverse and/or culturally different settings for preservice and graduate students.

The focus on multicultural education at most institutions developed in response to community needs. Fort Wright College and Northeastern Oklahoma State University, in different ways, have developed programs to meet the needs of the American Indian community. Other institutions serve bilingual and culturally diverse urban communities.

All 13 institutions show a commitment to multicultural education through policies and programs for teacher education. Some are closer than others to reaching the goal of integrating multicultural concepts throughout the total teacher education program. However, all 13 appear committed to further planning and development toward meeting that goal.

Throughout all these programs some common elements emerge as factors necessary for the development and implementation of multicultural teacher education. Some departments and program areas within these institutions were able to incorporate effectively multicultural education concepts in courses and experiences, while others have not taken steps to include them. Both the strengths and weaknesses of the programs visited for this study are outlined in this chapter.

STRENGTHS

The support and respect of the ethnic communities and local education agencies seems to be a key in the development of multicultural education programs. Such support was developed the following ways:

1. By asking the ethnic communities to identify the educational needs of their children and then being able to change the teacher education program to better prepare teachers and other school personnel to meet those needs.
2. By working with local school districts to better prepare education personnel to meet the needs of local communities and thus be able to more effectively work in culturally diverse situations.

Such programs, however, will not be productive if they are one-sided. If teacher educators listen to what these communities indicate as important but are not flexible enough to make some changes in the teacher education program to reflect those needs, only bad feelings will result. Opening the avenue for free exchange between the ethnic communities, local school districts, and higher education communities will only be effective if institutions can follow through with necessary change. Otherwise, these communities will soon realize that changes in higher education are impossible, and steps will be taken to prepare education personnel through other means.

Both Fort Wright College and Northeastern Oklahoma State University have responded to the needs of the American Indian community. This includes the involvement of persons from those communities in the development of the teacher education program. Both institutions have been able to initiate changes within their programs to reflect these needs. Fairfield University, San Diego State University, University of Miami, and the University of the Pacific have developed strong bilingual education programs in response to the needs of the local school district for bilingual educators. These programs were initiated to assist in the development of bilingual education programs at the local level.

Most of the programs described in this document were initiated with "hard" monies from the institution. The graduate program at Fairfield University, for instance, was able to survive with institutional funds because of the demand for graduates. Students from preservice programs with a

multicultural perspective also tend to be hired ahead of students from other program areas, especially by urban and other ethnically diverse school districts. Administrators from local school districts feel that students from these programs are better prepared to work in culturally diverse situations, thus students from these programs are sought out for jobs.

Institutional support appears to be the most effective way to initiate multicultural education programs, but "soft-money" programs also have been used effectively by some of the institutions visited. Sometimes an emphasis on multicultural education began through a soft-money project. To affect other parts of the teacher education program, however, the products and goals of these projects were incorporated into the regular program. San Diego State provides a model in this area. Materials developed through Teacher Corps and the Institute for Cultural Pluralism are being used in parts of the general teacher education program. All institutions that have effectively incorporated aspects of programs funded by noninstitutional sources into the regular teacher education program have planned to do so. This process occurred in at least three different ways:

1. By gradually taking over the cost of the project with institutional funding.
2. By utilizing the products and experiences of the project and the project personnel in existing courses.
3. By placing the project staff in tenure-track positions with responsibilities to both the university and the project. (Since minority persons and women are often hired for projects but never enter the regular teacher education program, this arrangement allows them to become a part of the regular teacher education faculty while working part-time on the project, which may cover a part of their salary.)

As an institution begins to plan for multicultural education within their teacher education program, they should conduct a needs assessment. An inventory of available resources in both the institution and the community should be made. What is the ethnic make-up of the area served by the institution? How culturally diverse is the community (this should include socioeconomic levels, religions, age, etc.)? In what communities do graduates teach? How aware of cultural diversity are the faculty or student body? What experiences have faculty or students had in culturally diverse situations? What ethnic resources exist on campus or in the local community? These are a few of the questions that must be answered in order to determine what has already been undertaken and what is needed to develop an

effective multicultural emphasis.

If a number of graduates will work in areas where bilingual education programs exist, they should be provided with information and training in this area. If graduates will be working in urban areas, they need specific information about the diverse populations that make up those student bodies and communities. If they will be teaching Indian children, they need specific information about that culture. All students, however, should learn that in a culturally diverse country the need to have skills for analyzing a community and developing teaching strategies will best serve the population being taught.

This information and the necessary skills should be taught in both the general and professional studies of teacher education. Courses designed for this purpose were described in some of the case studies. Multicultural concepts are and should be further integrated in foundations, educational psychology, and methodology courses. Many institutions offer courses about specific ethnic groups or cultures through other departments in the institution. Courses are often offered in sociology, anthropology, history, and psychology that would provide students necessary background about the similarities and differences of ethnic and cultural groups in this country. Students should be required, or at least encouraged, to select some of these courses in meeting their general studies requirement.

An institution should determine the multicultural concepts currently included in professional education courses by examining course syllabi. What aspects of multiculturalism are now included? What other aspects could appropriately be addressed in each course? Do the resources used for courses present different cultural perspectives? Are supplementary materials used to counteract the race and sex biases that exist in most textbooks? What cross-cultural field experiences in courses help students apply multicultural concepts to the classroom? All courses can and should be taught from a multicultural perspective.

In most of the programs visited, field experiences in culturally diverse settings were an important aspect. These experiences were often included in the foundations or "Introduction to Education" course. Sometimes students served their practicum in culturally diverse or culturally different settings. Students in bilingual education programs always student taught in a bilingual classroom. In all cases the most successful field experiences included a seminar or other means for students to share and react to their experiences in cross-cultural settings.

Multicultural education was usually introduced into the teacher education program to better meet the needs of the community served by the institution. The development of multicultural education requires planning with both short- and long-range goals. One of the first steps is to define multicultural education for the institution and the community being served. This should be based, in part, on the information gathered in the needs assessment. All the faculty should be involved in this process. In small colleges the total teacher education faculty will probably be involved. In larger institutions an interdisciplinary committee might be assigned this task, but the members should solicit input from the total faculty. AACTE has published several documents that define multicultural education and suggest programmatic emphases; these might serve as starting points for redesigning teacher education to be multicultural.

Administrative support for incorporating multicultural education into the teacher education program is also an essential component of successful programs. This commitment is shown in several ways:

1. Minority and women faculty members are seriously and actively recruited for open positions.
2. Persons on soft-money projects that are multicultural in nature are hired in tenure-track positions and given responsibilities of faculty members in addition to part-time assignments with the project.
3. Plans are made to integrate soft-money programs that are multicultural in nature into the existing teacher education programs; thus, such programs will continue when funding disappears.
4. Faculty development programs have been initiated to assist faculty in understanding and implementing multicultural education in their own courses and work.
5. Long-range plans for the teacher education program include multicultural education.
6. Faculty are encouraged to work in culturally diverse communities as consultants and for research purposes; innovative work in this area is encouraged and looked upon favorably during consideration for promotion.

The commitment of the dean or director of education is not absolutely necessary for the development of a strong multicultural education program, but it is absolutely necessary

for effectively integrating multicultural concepts throughout the teacher education program.

Students who had participated in programs with a multicultural perspective were extremely supportive of such an approach. These students thought that such cross-cultural information and experiences would help them be better teachers. Almost all the students interviewed felt they were better prepared than students who had not been exposed to a multicultural course or program. These students also felt more comfortable in culturally diverse situations than students who had not had multicultural experiences.

WEAKNESSES

Few institutions actually have culturally diverse faculties or student bodies that accurately reflect the ethnic/racial diversity in this country. Most of the institutions visited, however, view this lack as one of their weaknesses, and they are seriously recruiting minorities and women for faculty positions. In addition, all faculty members should be sensitive to multicultural concerns and have experiences in multicultural settings. These competencies should be included among the criteria used for faculty search teams in the selection of new faculty members and administrators. Faculty development activities need to be designed to assist existing faculty members in obtaining these competencies.

A second weakness is the fact that most multicultural education programs are easily identifiable because the concepts have not been integrated throughout the total teacher education program. Thus, they are an adjunct program called bilingual or multicultural education or Indian Studies. Institutions need to plan for the integration of such programs throughout teacher education. Aspects of these programs must become a necessary part of all students' programs, not just for those students who will be working with certain ethnic populations.

Multicultural education is viewed by some faculty and administrators as an educational fad that will soon disappear and therefore doesn't merit serious attention. The minorities on the staff can teach the multicultural content, but these faculty do not seriously consider incorporating multicultural content into their own courses. Strategies should be developed to combat such thinking. Researchers and writers also need to provide a stronger informational and research base for multicultural education. Aids currently available should be identified and compiled in order to assist faculty members and administrators in

understanding the differences that multicultural content can make in the self-concepts of students and in combating the inequities of racist and sexist institutions.

Commitment to multicultural education is often difficult to ascertain in an institution. Often this commitment and the development and implementation of programs are dependent on one person or a few persons in the institution. To extend multicultural content beyond their own courses requires much time and patience on the part of these committed individuals. If they are willing to persevere through years of answering questions and persuasive politicking, the payoff is likely to be the integration of multicultural content throughout other teacher education courses and programs. They could be assisted in this process through faculty development activities they might help organize. The problem with approaching multicultural education through a few dedicated individuals is that they may be professionally hurt in the long run. The time that it takes to convince others that multicultural content is both important and valid may take away from the time they need to conduct their own research and publish. Such individuals must be recognized for their efforts and encouraged in the process.

Finally, both short- and long-range plans often seem weak and not well thought out. Although most institutions conduct graduate follow-up studies and student evaluations of programs, these often don't address multicultural issues. The results of such studies often don't result in new or revised courses and programs that may be more effective. The results of evaluation studies should be used to better prepare education personnel. Programs often are too inflexible to use effectively the results of such studies. These studies and the needs assessment mentioned earlier in this chapter should be used to develop long-range plans for including multicultural education as an integral part of the teacher education program.

FINAL COMMENTS

It appears much easier for a small institution to develop and integrate multicultural education throughout its teacher education and institutional programs. These institutions seem to have more flexibility to actually change courses and programs to meet better the needs of students, ethnic and cultural communities, and local school agencies. Larger institutions appear more inflexible. Although they are more likely to have soft-money projects related to multicultural education, it seems more difficult to integrate portions of those programs into the regular teacher education curriculum. It also seems more

difficult to get the total faculty involved in the development and implementation of multicultural education programs at large institutions. Faculty members seem to have more autonomy and are less responsive to the need for multicultural education.

Overall, there is much left to do. In all of the institutions described here, administrators and faculty felt that they were just beginning. More research must be undertaken to determine what approaches effectively prepare teachers to provide educational equity once they are in the classroom. More data needs to be collected to determine the impact of such programs on both teachers and their students. More information is needed about the school environment and its impact on multicultural education. These research agendas must be addressed if teacher education institutions are to develop effective programs.

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